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ABSTRACT

This Job Function Booklet (Helping) is one of the 14 components (see note) of the Career Alert Planning (CAP) program, a set of individualized materials designed to help participants find out about themselves and about the kind of work for which they are suited. In this program, participants become acquainted with occupations that are representative of 10 basic job functions. They learn how these occupations relate to personal interests, abilities, skills, educational goals, experiences, and training. They consider the working conditions, salary, and employment outlook for each occupation. Finally, participants use this information to make decisions and plans about the careers they will pursue. This Job Function Booklet examines helping occupations, one of the 10 basic job functions explored in the series, and describes four occupations related to this function: waiter/waitress, properties manager, police officer, and licensed practical nurse. The booklet contains the following sections: (1) an "explore" section, which describes the helping job function and introduces the four occupations representative of it; (2) four "perform" sections, which contain work simulation activities related to each of the four occupations (e.g., "Imagine you are a waiter; your task is to wait on your customers"); these activities give participants "hands-on" experience in performing work-related tasks; and (3) four "decide" sections, which provide greater detail about the occupations and about working conditions, income, and education and experience required. Education and experience activities that can be undertaken by participants are suggested. (KC)

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CAP

Helping

Job Function

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TABLE OF CONTENTS

Page

EXPLORE 1

Waiter/Waitress

PERFORM 17 11

DECIDE 17 23

Properties Manager

PERFORM 18 35

DECIDE 18 45

Police Officer

PERFORM 19 57

DECIDE 19 69

Licensed Practical Nurse

PERFORM 20 81

DECIDE 20 91

What is helping?

EXPLORE

Helping means doing things for other people. It means working to make life better for people.

Do you like doing things to help your family, your classmates, or your friends? Then you know about helping.

Most "helpers" work with people. Sometimes they show people how to do something. Other times, they do something <u>for</u> other people.

Some of the things helpers do are . . .

-serve meals in restaurants
-give first aid
-teach others about traffic safety
-provide nursing care
-assist people who are in danger
-talk with other people
-create special effects with stage scenery for plays

Helpers are always working with or for people. They are serving other people by doing things that will help those people. People who have jobs helping others should like people. They should be able to work well with many different kinds of people. Helpers should have the following kinds of work maturity skills. They must . . .

-be respectful of others
-be friendly and helpful
-be honest and trustworthy
-be thorough and diligent
(do their best)
-follow rules and regulations

Interests

People who work in helping jobs share many common interests. They enjoy . .

- -meeting new people
- -doing things for their friends
- -being around many different kinds of people
- -making decisions
- -changing from one duty to another frequently
- -standing or walking rather than sitting

Abilities

Helpers have some of the same kinds of abilities. They use these abilities to develop skills--skills that enable them to do a good job. To develop their job skills, people who work in helping jobs must have the ability to . . .

- -do their share of the work
- -be sensitive to the needs of others
- -follow instructions exactly
- -be calm when faced with a problem
- -use common sense
- -work fast in an emergency

Do you feel you have some of the interests and abilities of a person who works in a helping job? Turn to the Helping Reaction Form in your Program Guide. Place a check in front of the interests and abilities you share with people who help others.

Now you will meet four people in helping occupations. Read about these people. Imagine yourself in their jobs, because . . .

Perhaps you would like a career in helping.

Terry Masoni
waiter

The best part of my job is meeting many interesting people. I talk a little with each of my customers. I try to make them comfortable so that they will enjoy their meals. I take their orders and figure the bills. I serve the food.

When the restaurant is very crowded, I have to work fast. Often I have many customers to help. I smile even if I am busy. I try to make their meals pleasant.

Mark Sanders
properties manager

Have you ever watched a play? A play is a story that is acted out by people called actors and actresses. The action takes place in "scenes" or special settings. These scenes are set up on a stage or in other areas.

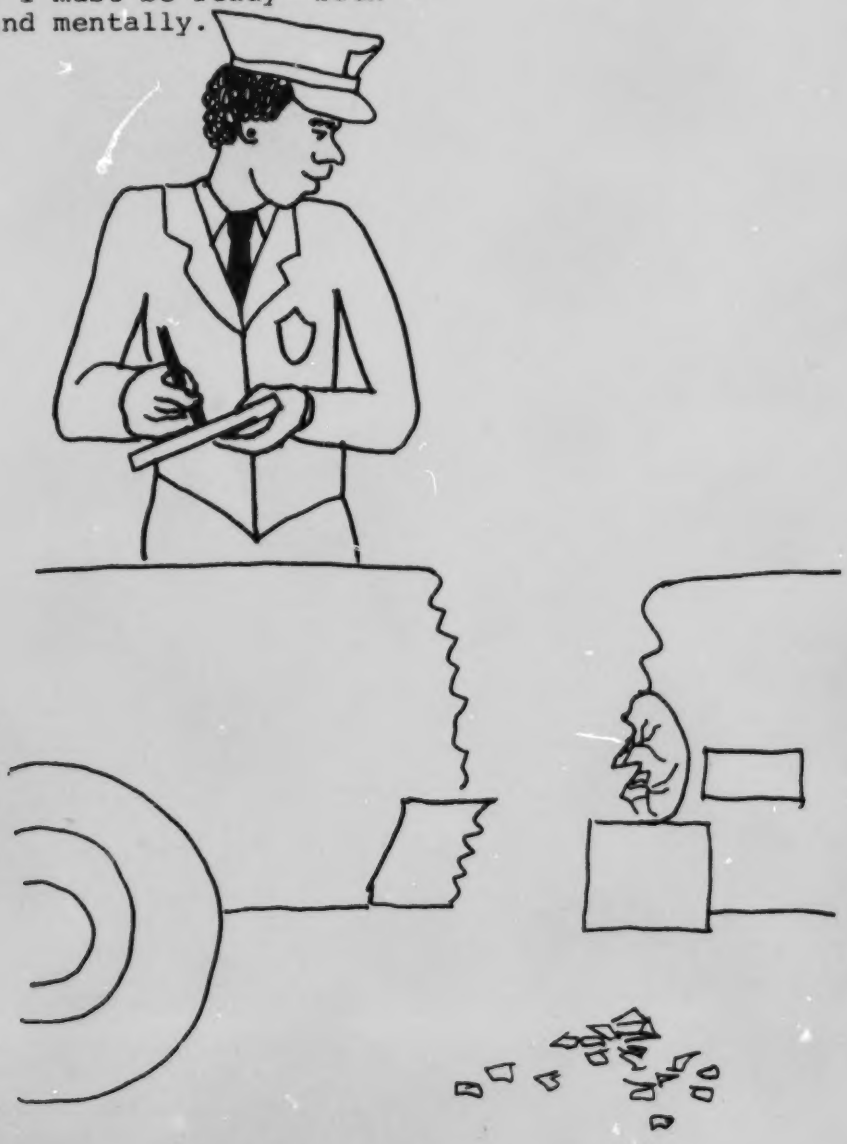
I am a properties manager. My job is to help make the stage look like a real place. I am in charge of getting the properties. Things like furniture, plants, and books are called properties.

I like my work. It is like playing "detective." I must find the right properties for every scene. Do you think a good properties manager would put a palm tree in a snowy, winter scene?

Pat Ares
police officer

My job is different each day. My main duty is to patrol a neighborhood in my car. I watch for anyone who needs help. I look to see if anyone is breaking the law.

I must keep physically fit. I must remain calm, even in emergency situations. I never know when I will have to act. So, I must be ready--both physically and mentally.



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Joan Carlson
licensed practical nurse

I help sick people in their homes, in hospitals, and in doctors' offices. In the hospital and doctor's office, I take people's temperature and blood pressure. I help doctors and Registered Nurses find out why people are not feeling well. Sometimes I help people who have broken bones or cuts.

In people's homes I cook food, clean the house, and make the sick person feel happy.

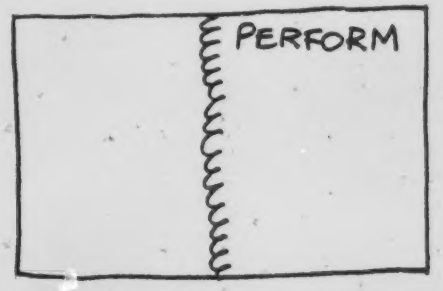
I have to learn a lot about the human body and how it works. I stand and walk a lot in my job. But, I like knowing I help people when they are sick.

Would you like to try out some jobs that these workers do?

yes ▶ Choose one of the occupations:

Occupation 17--Waiter/Waitress
Occupation 18--Properties Manager
Occupation 19--Police Officer
Occupation 20--Licensed Practical Nurse

Then, turn to the proper PERFORM section of this Job Function booklet.



no ▶ Check your Self-Inventory Chart. Choose your next highest-ranking job function. Get that Job Function booklet and read the EXPLORE section.

Waiter/Waitress

PERFORM 17

Waiters and waitresses serve food and drink to customers. They work in restaurants, hotels, office buildings, and many other places that serve meals. Their most important task is to be friendly and helpful to their customers.

Following are some of the responsibilities that waiters and waitresses perform in their jobs.

Responsibilities

1. Set tables.
2. Wait on customers.
3. Accept payment of bills.
4. Clean table tops and counters.
5. Fill salt and pepper shakers, napkin holders; and mustard, ketchup, and relish containers.

You will learn about waiting on customers as you PERFORM the following activity.

Imagine . . . YOU are a waiter.

You work in a restaurant that is known for its good food and service. It is noon, and the lunch crowd is coming in.

The hostess has seated two customers at one of your tables. You must wait on these customers and take their orders.

Your task is to wait on your customers.

This is what you must do:

Get the menu

STEP 1.

Turn to the menu on Worksheet 17a, Waiter/Waitress. Remove this worksheet because you will have to give it to your customers.

STEP 2.

Read the items on the menu so you will know what the customers can order.

STEP 3.

Look at the price of each item.

Greet your customers

STEP 1.

Ask two classmates to pretend they are customers. (You will not serve them food. You will just take their orders and figure their bills.)

STEP 2.

Walk up to your "customers" and greet them. You may want to introduce yourself to them.

STEP 3.

Show the customers the menu. Tell them you will be back to take their orders in a few minutes.

Take the order

STEP 1.

Get your materials:

a. Turn to the order form on Worksheet 17b, Waiter/Waitress.

b. Get a pencil.

STEP 2.

Return to the table after you have given your customers time to look at the menu.

STEP 3.

Ask the first customer to give you his or her order. Then . . .

STEP 4.

Write down each item on your order blank.

STEP 5.

Ask your customer any extra things you may need to know.

For example:

- If your customer ordered a salad, ask what kind of dressing he or she wants.
- If your customer ordered meat, find out how he or she wants it cooked:

  -Rare
  -Medium rare
  -Medium
  -Medium well
  -Well done

- Ask your customer what he or she wants to drink.

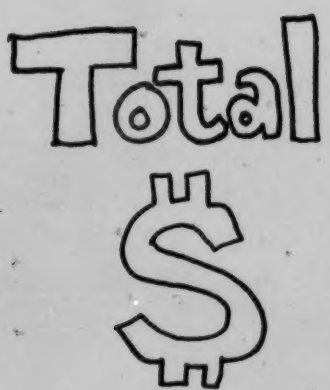
STEP 6.

Now ask your other customer for his or her order.

STEP 7.

When you have both orders, read the orders back to your customers. Make sure you have written down exactly what your customers want.

Figure the bill



STEP 1.

Total the prices.

a. Write the price of each item on the order form.

b. Add the prices together.

c. Write your answer in the space by "subtotal."

STEP 2.

Figure the sales tax.

a. Look at the sales tax chart on the next page. (Your restaurant must pay a 4 percent sales tax.)

b. Find your subtotal amount in the Subtotal Amount column.

c. Find the two numbers the subtotal falls between. Use the highest number.

d. Draw a line across from that number to the tax amount. This is the amount of tax you must add to the bill.

e. Write this amount next to "tax" on the order form.

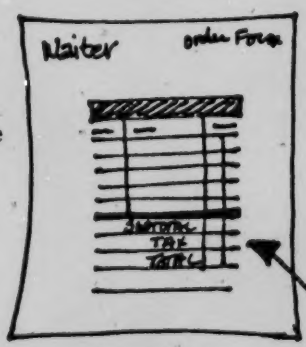
1.31	.05
1.39 → 1.51	.06
1.71	.07
2.08	.08
2.31	.09

STEP 3.

Find the total amount due.

a. Add together the subtotal and the tax.

b. Write this amount in the space marked "total."



Sales Tax Chart

Subtotal Amount	Tax
From .16	no tax
to .31	.01
.51	.02
.71	.03
1.08	.04
1.31	.05
1.51	.06
1.71	.07
2.08	.08
2.31	.09
2.51	.10
2.71	.11
3.08	.12
3.31	.13
3.51	.14
3.71	.15
4.08	.16
4.31	.17
4.51	.18
4.71	.19
5.08	.20
5.31	.21
5.51	.22
5.71	.23
6.08	.24
6.31	.25
6.51	.26
6.71	.27
7.08	.28
7.31	.29
7.51	.30
7.71	.31
8.08	.32
8.31	.33
8.51	.34
8.71	.35
9.08	.36
9.31	.37
9.51	.38
9.71	.39
10.08	.40

Note: This chart reads that any subtotal from $.16 to $.31 will have a 1¢ tax. Any subtotal from $.32 to $.51 will have a 2¢ tax, and so forth.

Give the bill to your customers

STEP 1.

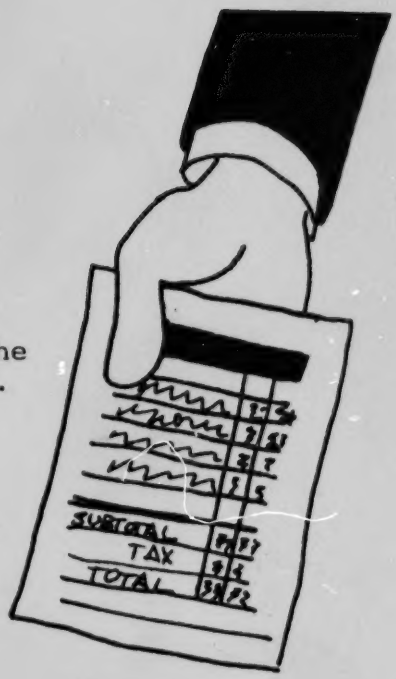
Ask your customers to check your arithmetic.

STEP 2.

If the total is incorrect, figure the bill again until you get it correct.

STEP 3.

If the total is correct, give it to your instructor for approval.



Now . . .

Turn to the Helping Reaction Form in your Program Guide. Find the Waiter/ Waitress page. Record your feelings about your interests and abilities in this activity. Then, turn to the next page in this booklet, page 21, and continue reading.

Did you enjoy being a waiter or waitress? Yes? Then you might like

Some other activities:

1. Next time you eat in a restaurant, watch the waiters. Notice what they do as they wait on customers.

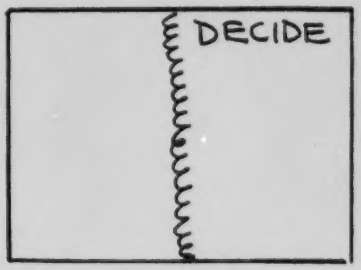
2. Find a book about table manners. Read the section on serving food.

3. Serve a meal to your family. Serve each person from the right side. Then take away empty dishes from the left side. Be sure each person has what is needed. If you give good service, maybe you'll get a tip!

4. Invite some friends to your home. Make up your own beverage menu. Give it to your friends. Then take their orders, fix their drinks, and serve them.

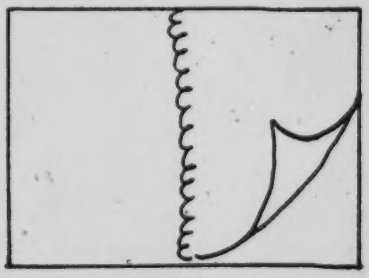
Would you like to find out more about this occupation?

yes ▶ Read DECIDE 17--Waiter/Waitress

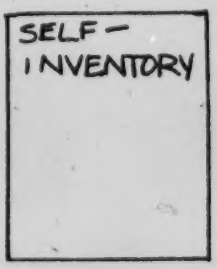


no ▶ Turn to another Helping occupation:

Occupation 18--Properties Manager
Occupation 19--Police Officer
Occupation 20--Licensed Practical Nurse



or ▶ Look at the Self-Inventory Chart in your CAP Program Guide. Select another job function to investigate.



Waiter/Waitress

DECIDE 17

You just took two customers' orders and figured out their checks. Waiters and waitresses do these tasks every day. You had to work carefully and quickly. You had to be friendly and pleasant to your customers.

The next few pages will tell you more about what a waiter or waitress does. They will answer some questions that will help you DECIDE if you would like this kind of job.

Talking with Terry Masoni, waiter at the Express Restaurant . . .

I work during the lunch and dinner hours at the Express. I start work at 10:30 a.m. I do many things before the restaurant opens at 11:00 a.m. For example:

- -I clean and set the 6 tables that make up my "station"
- -I fill salt and pepper shakers and napkin holders
- -I fill mustard, ketchup, and relish containers

Customers start coming into the restaurant between 11:00 a.m. and 11:30 a.m. Usually all my tables have people sitting at them until 2:00 p.m. During that time I do many things: greet customers, answer questions, take orders, give the kitchen my orders, serve food, figure checks, receive money, make change, and clear tables.

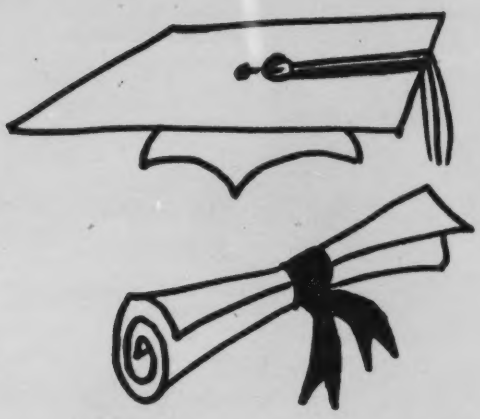
I must always remember two important things. One is to be friendly and nice to all my customers. The other is to check with my customers often to see if they need anything else.

After my customers leave, I clean the tables and then eat my lunch. The Express gives all the waiters and waitresses one free meal when they work. I don't work again until dinner time.

I return to my station at 6:00 p.m. to serve people who want to eat dinner. My duties are the same during the dinner hours. The food we serve at dinner is different from the food at lunch time. When my station closes at 9:30 p.m., I clean the tables and go home.

How did you prepare for your job?

During high school I had a part-time job as a waiter. I learned to take orders and serve food the right way. After I graduated, I got a full-time job at The Express.



Most restaurants want their waiters and waitresses to have high school diplomas. In this state, and most other states, these workers must have health certificates. It is important that these workers be well prepared to serve the public.

What do you like most about your job?

I really like to work with people. I meet many interesting customers each day.

I like getting tips (a small amount of money) if I do a good job. The customer's tip tells me whether I've done my job well or not! Being a waiter is a lot of work, but it is a lot of fun, too.

What do you like least?

The work is hard and tiring. I am on my feet--standing or walking--most of the day. Also, I have to lift and carry heavy trays . . . sometimes in one hand! But, I find that when I get proper rest and exercise, I do not get tired so easily.

How much money do you earn?

Working at The Express, I earn $1.50 an hour plus tips. Usually the hourly pay is low, but most waiters and waitresses earn tips, too. If you do good work, you earn good tips. During a good week I can earn over $150.00.

In larger, fancier restaurants, I could earn even more than that. Experienced waiters or waitresses at such restaurants earn as much as $3.50 an hour plus tips.

Waiters and waitresses receive other benefits that are almost like money. These are benefits that save money for the workers. They are benefits that give workers things they would normally have to buy for themselves.

For example, most restaurants give their waiters and waitresses uniforms. Then they don't have to buy clothes to wear to work. That saves them money. Many restaurants give their waiters and waitresses free meals. Some restaurants even have retirement and insurance programs for employees. I have all these benefits at The Express.

Do all waiters do the same things that you do?

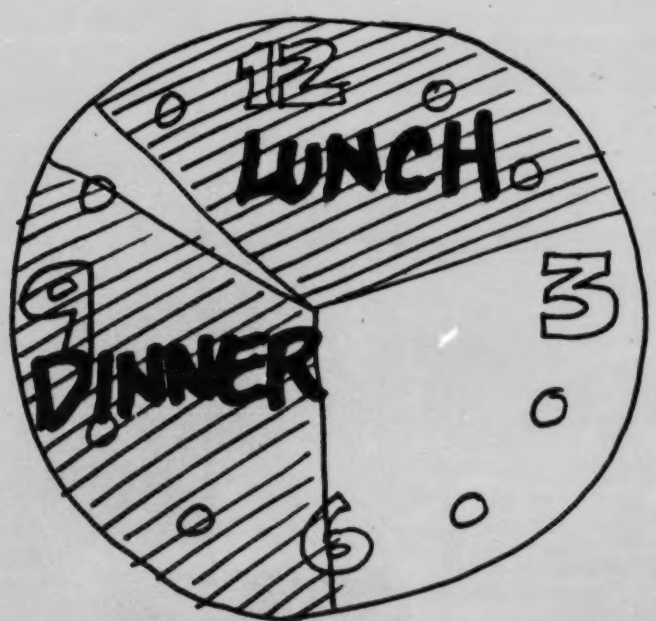
Not always. In some restaurants, waiters and waitresses only wait on customers. They do not set tables, clean table tops, or accept payment of bills. In other restaurants the waiters and waitresses do everything listed except take payment of bills. What waiters and waitresses do depends on where they work.

The skills required of workers in each type of restaurant vary also. For example, a person who works in an expensive, formal restaurant must be very knowledgeable. He or she must know about etiquette, present a well-groomed appearance, and speak in a clear voice, using good grammar. Such workers are usually required to wear more formal uniforms, too, such as long skirts or tuxedos. If you prefer a more casual dress and atmosphere, the expensive, formal restaurant is not for you!

What hours do you work?

I work from 10:30 a.m. to 2:30 p.m. during the lunch hours. Then I work again from 6:00 p.m. to 10:00 p.m. during the dinner hours.

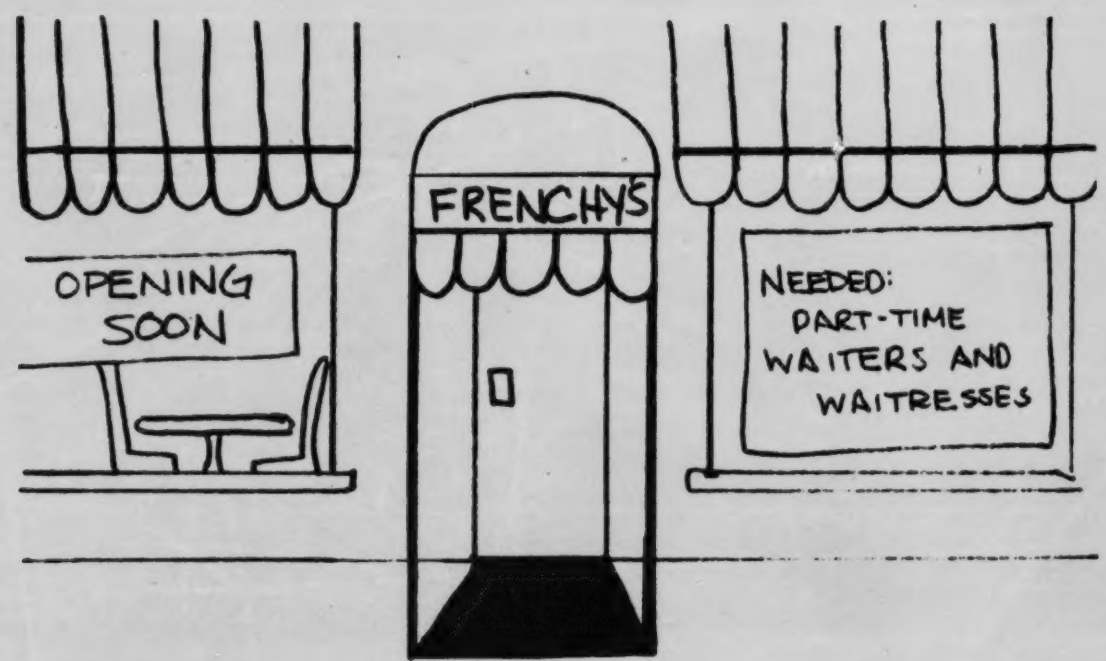
I work 40 hours a week, but many waiters and waitresses work fewer hours than that. The flexible schedule and the chance for part-time work makes this job appealing to many people. But, the hours depend upon the restaurant. Each restaurant has its own way of scheduling work hours.



What is the employment outlook?

Excellent! There are always many jobs available in this occupation. That is because there are many people who choose to work part-time in this job. Also, it is a job that workers do not usually stay in for many years. This is because there is little chance for advancement. Therefore, new openings are always occurring.

The life styles of many people in our country also indicate that jobs will be plentiful. As more people eat out in order to save time from their fast-paced lives of work and leisure, the need for waiters and waitresses will increase.



Do you want to learn more about this job?

You can get more education:

- Take the following courses in high school.

  Mathematics:

  Waiters and waitresses use math to figure bills. They must figure bills quickly and correctly.

  Public Speaking/English

  Waiters and waitresses talk to many different people each day. A waiter or waitress should talk easily and use correct grammar.

  Home Economics:

  Waiters and waitresses should understand how food is prepared. They should know how to serve the right way.

- Take a food service course or waiter/waitress training course in a vocational school or with a restaurant chain.
- Learn about foods. Collect some recipes and try to cook the food the way the recipe tells you to.
- Learn about other jobs related to waiters and waitresses. Some of these jobs include . . .

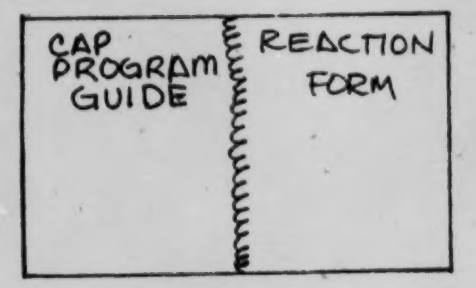
  -bartender
  -ship steward
  -restaurant host or hostess
  -kitchen worker

You can get some experience:

- Find a part-time job in a cafeteria, fast-food restaurant, or small restaurant.
- Apply for jobs at restaurants.

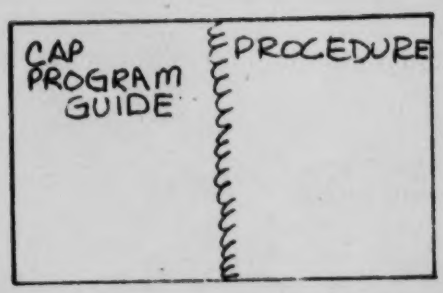
Now . . .

Turn to the Helping Reaction Form in your Program Guide. Answer the questions on the back of the Waiter/ Waitress sheet.



What Next?

How many occupations have you investigated so far? Turn to the Procedure section of your Program Guide. Find the directions that apply to you.



Enjoy the Career Alert Planning program!

Properties Manager

PERFORM 18

Many people work to put on a play. Actors and actresses are the workers you see. Other people work "behind the scenes." One of these workers is the properties manager.

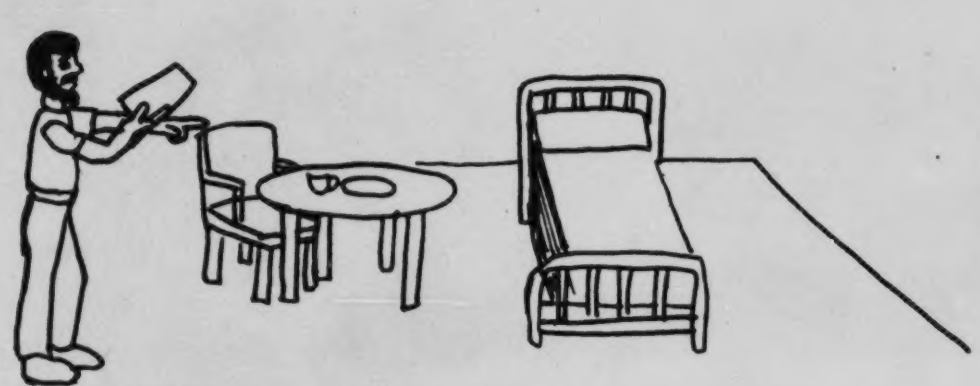
Properties managers are in charge of getting properties such as

dishes,

furniture,

and tools.

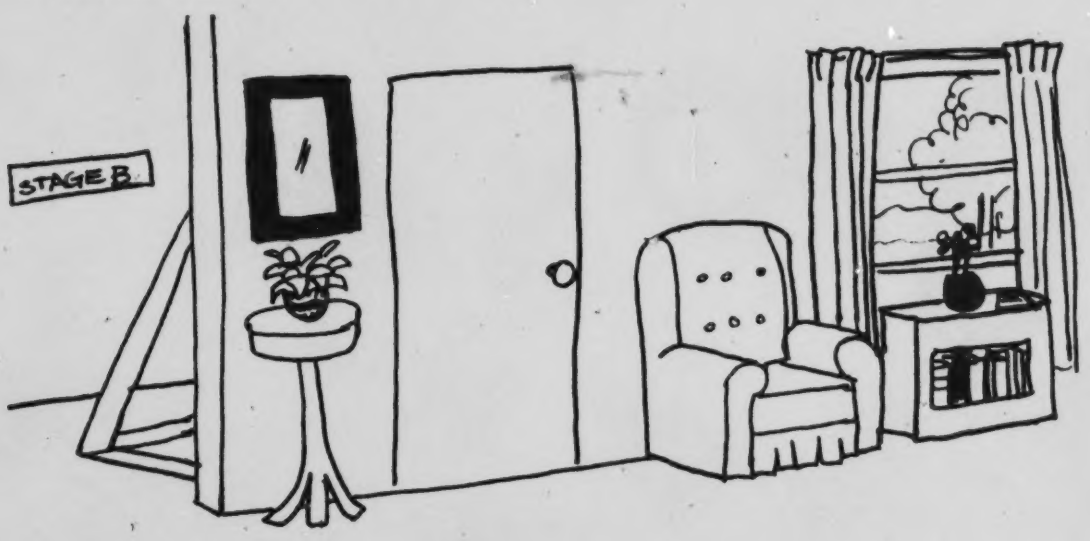
They use these properties to make the stage look like a real place.



Properties managers help actors and actresses in their work. They make sure these workers have the properties they need to make the story "come alive." They make sure the right properties are on the stage at the right time AND in the right place!

For example, pretend you are watching a play. The actor goes to sit down. A chair should be on stage at that time. It should be where the actor expects it to be. That is the properties manager's responsibility.

You see the work of a properties manager every time you watch a situation comedy or other type story on television. The stage scenes look real to you, but they aren't. A properties manager has made the stage look real so you will enjoy the story. It takes a lot of work to get the stage to look real. Some of the responsibilities a properties manager has are listed below.



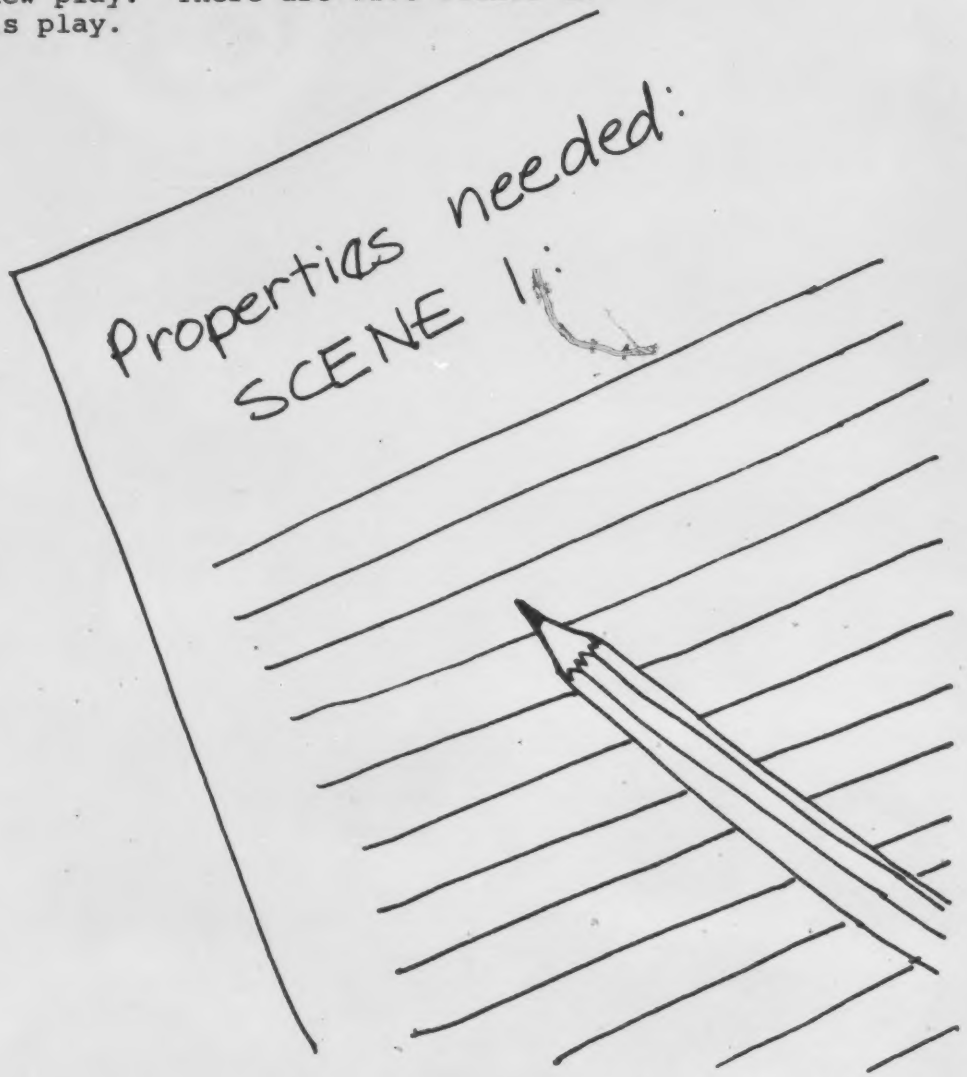
Responsibilities

1. Picture how the stage should look.
2. Choose the right properties to express an idea or create an effect.
3. Sketch plans for arrangement of properties on stage.
4. Tell whether a work of art is real or fake.
5. Know where to locate the properties.

You will learn about choosing the right properties as you PERFORM the following activity.

Imagine . . . YOU are a properties manager.

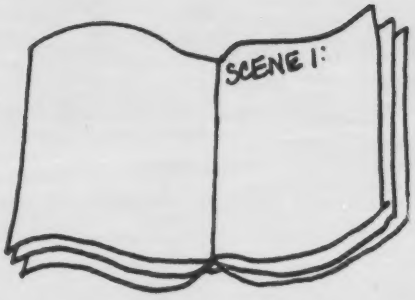
You must get the right properties for a new play. There are five scenes in this play.



Your task is to find the properties you need for each of five scenes.

This is what you must do:

Find out about the play



STEP 1.

Turn to Worksheet 18, Properties Manager.

STEP 2.

Read about each of the five scenes in the play.

Identify the properties you need for Scene #1

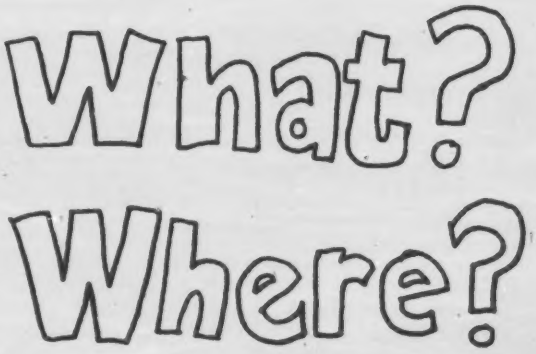
STEP 1.

Read about Scene #1 again.

STEP 2.

Think about these questions:

1. What is happening?
2. Where is it happening?



STEP 3.

Read the list of properties. You will need some of these things.

STEP 4.

Circle the properties you must find for Scene #1.

Identify the properties you need for Scenes #2-#5

STEP 1.

Read again about Scenes #2-#5.

STEP 2.

Do the worksheets in the same way you did the worksheet for Scene #1.

STEP 3.

Check your answers with the key on the next page.

Now . . .

Turn to the Helping Reaction Form in your Program Guide. Find the Properties Manager page. Record your feelings about your interests and abilities in this activity. Then turn to page 42.

KEY:

Scene #1:	rug	brush
	cups	coffee
	knitting needles	fire
	logs	fireplace
	yarn	
Scene #2:	sand	beach ball
	sound of rain	toy boat
	sand bucket	sand shovel
	sound of thunder	
	rain	
Scene #3:	bed	pillow
	bedspread	telephone
	chair	books
	clothes	
Scene #4:	bacon	toaster
	stove	pitcher
	eggs	glass
	frying pan	orange juice
		bread
Scene #5:	bookcases	books
	New York Times	card catalog
	library tables	wallet
	chairs	librarian's desk

Did you like being a properties manager?
Yes? Then you might like to try

Some other activities:

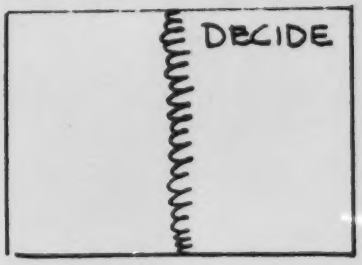
1. Read a story. Think about one scene where part of the story takes place. Make a list of properties you need for this scene.

2. Go to the library. Read books about other theater workers.

3. Talk with your English or drama teacher. Find out if your school is putting on a play this year. See if you can work as the properties manager.

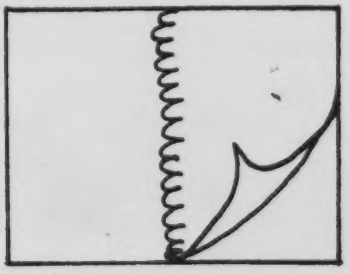
Would you like to find out more about this occupation?

yes ▶ Read DECIDE 18--Properties Manager



no ▶ Turn to another Helping occupation:

Occupation 17--Waiter/Waitress
Occupation 19 -Police Officer
Occupation 20 -Licensed Practical Nurse



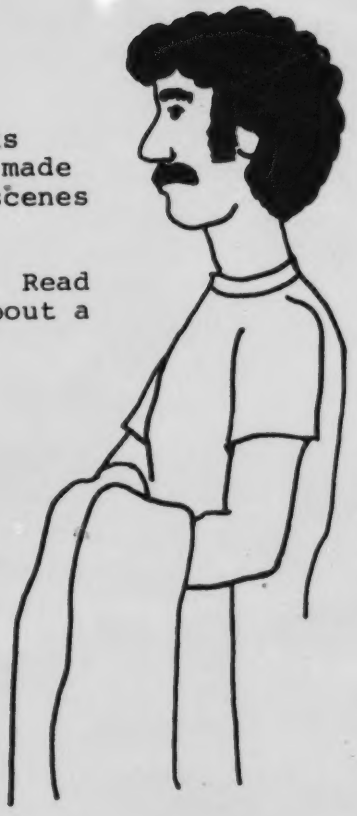
or ▶ Look at the Self-Inventory Chart in your CAP Program Guide. Select another job function to investigate.

Properties Manager

DECIDE 18

You have just done one of the tasks properties managers do. You have made lists of properties you need for scenes in a play.

Properties managers do much more. Read the next pages to find out more about a career as a properties manager.



Talking with Mark Sanders, properties manager . . .

I work in the theater. I find properties for play productions. Getting properties is a big job! I must know how to get the things I need.

I can rent some things from places like museums.

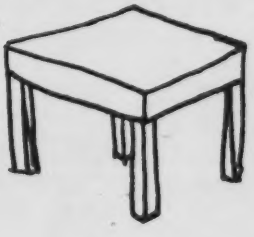
"I would like to rent this covered wagon."

I can buy things from stores or from other people.

"I would like to buy this silver tray."

I can have someone make the properties I need.

"I want you to make a square table. Make it out of wood. Then paint it dark brown."

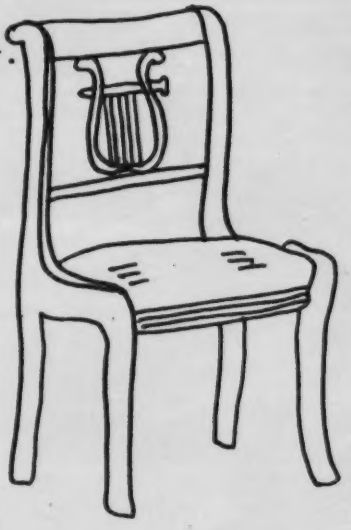


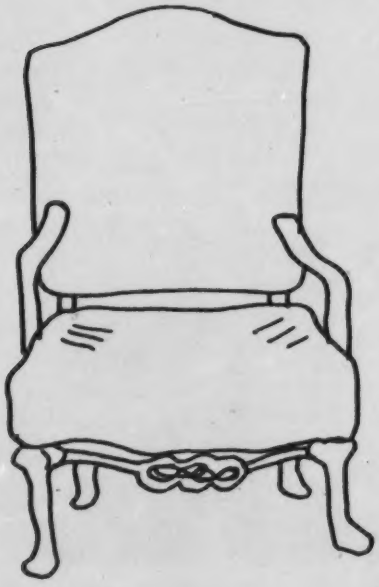
How did you prepare for your job?

I took a drama course in high school. This got me interested in theater. I worked on the school play. I learned that finding properties was the job I liked best.

After high school, I went to college. I studied drama and took courses in theater work. I also studied art history.

Properties managers do not need college degrees. Some begin working as apprentices right after high school. But, college courses are a big help! Last week I had to look for a Louis XIV chair. Can you tell a Duncan Phyfe chair from a Louis XIV chair?





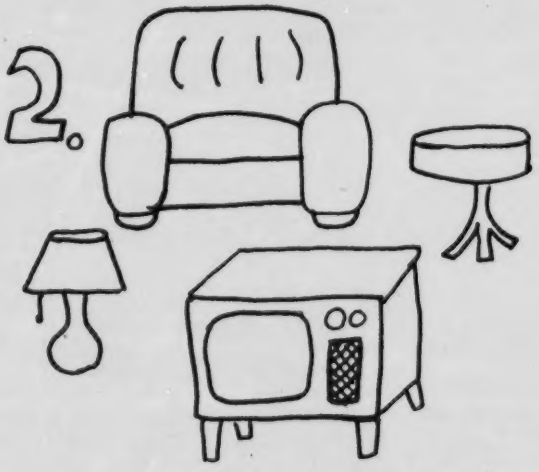
Do all properties managers do the same things that you do?

Yes. We all read lists of properties we need. Next, we find the properties. Then, we put the properties on stage at the right times. We make sure they are in the right places.

The amount of work is not always the same. Each play uses different kinds and numbers of properties. So, for some plays we have more work to do than for others.

1.

2.



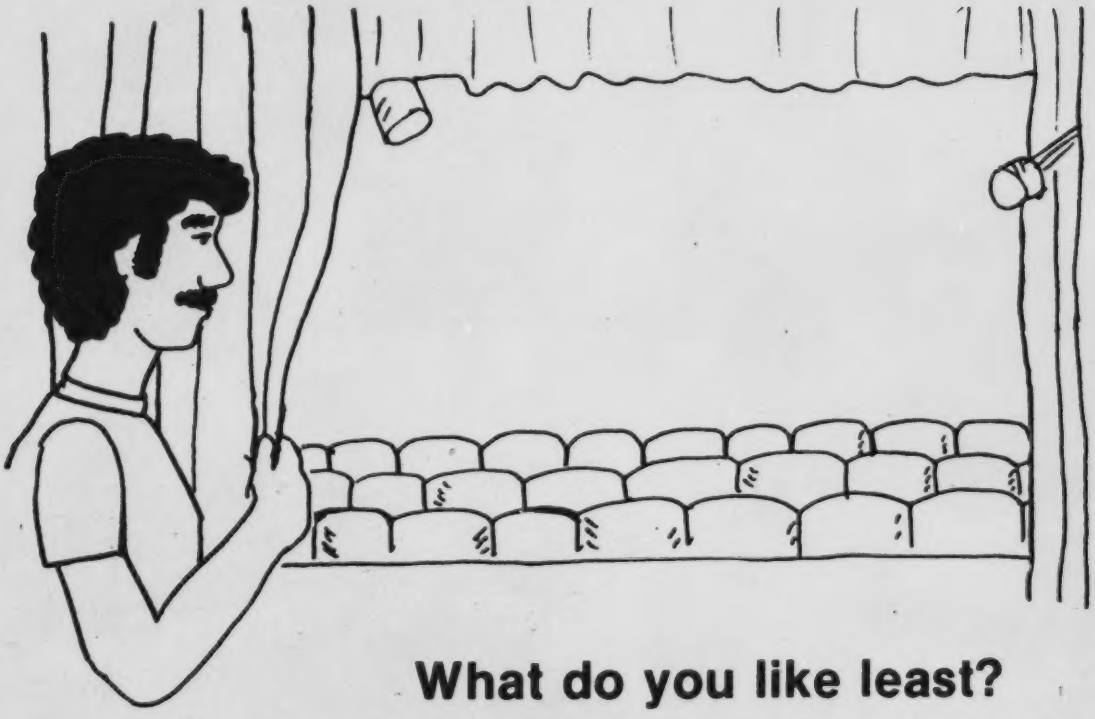
3.

The time spent on each job is not always the same, either. Some properties managers work in the theater. They work with one play at a time. They do the same things every time the play is performed. They put the same properties in the same scenes. They do this time and time again. Some plays are performed over 500 times.

Some properties managers work for the movie industry. They get the properties for each scene in a movie. These properties managers must find many, many properties. Once a scene is correctly filmed, it is not done again. So, the properties are not needed again. The properties managers begin to work on other scenes. They find other properties to put in those scenes.

What do you like most about your job?

I like to watch as the scenery, the lights, and the actors/actresses in their costumes make the stage come alive. It is exciting to be part of this theater "magic." I like finding the properties. I feel like a detective. It is fun to hunt for just the right item. I feel happy when I find the "perfect" property for a scene.



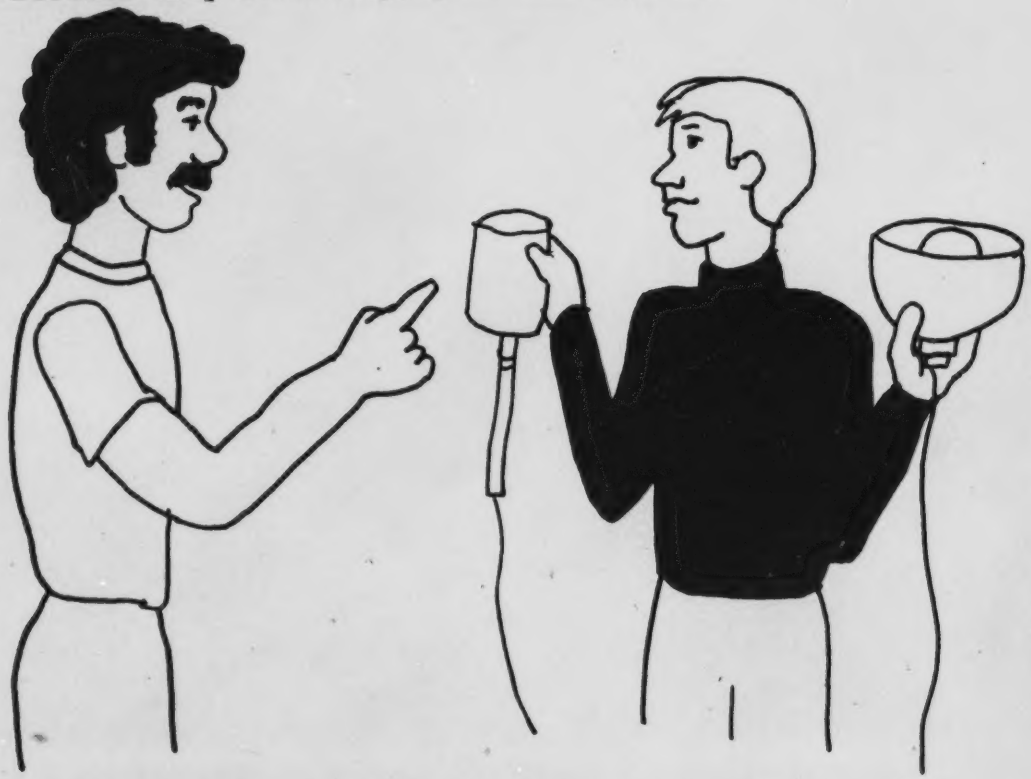
What do you like least?

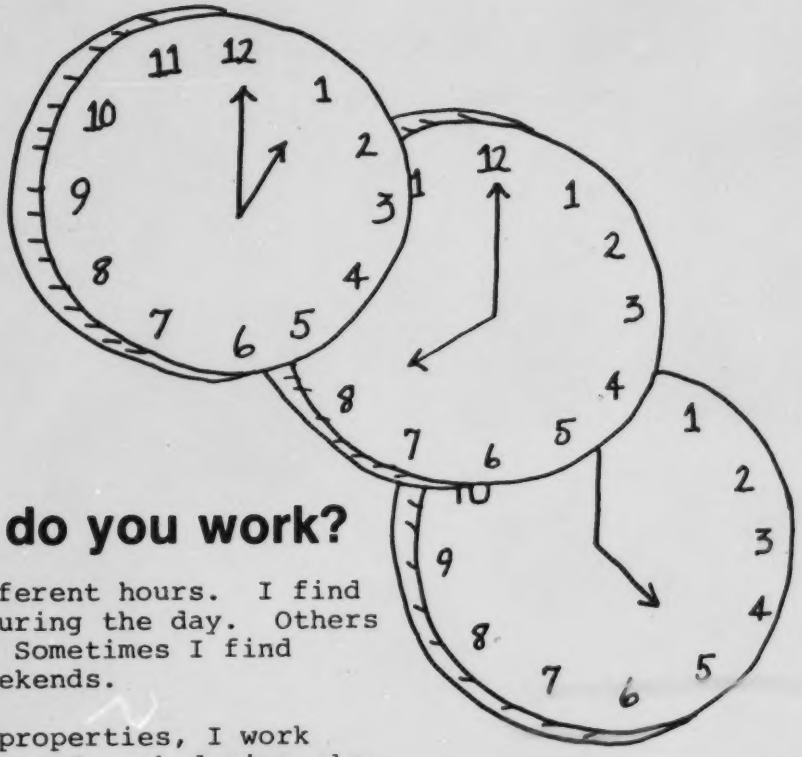
Sometimes it takes me weeks to find an item. Then I get upset. I am not a patient person!

How much money do you earn?

I earn $10,500 a year. Properties managers usually earn between $8,000 and $12,000 a year. However, some properties managers who work in television earn up to $30,000 a year. Those who work in large cities, either in television or in the theater, can earn between $40,000-$60,000 a year. But, very few properties managers earn this much money.

Many theaters cannot pay for a properties manager. They ask people to do this job without pay. It is good experience. Some people work as properties managers while they are learning about other jobs in the theater. Other people do this work as a hobby--because they love helping in the theater.





What hours do you work?

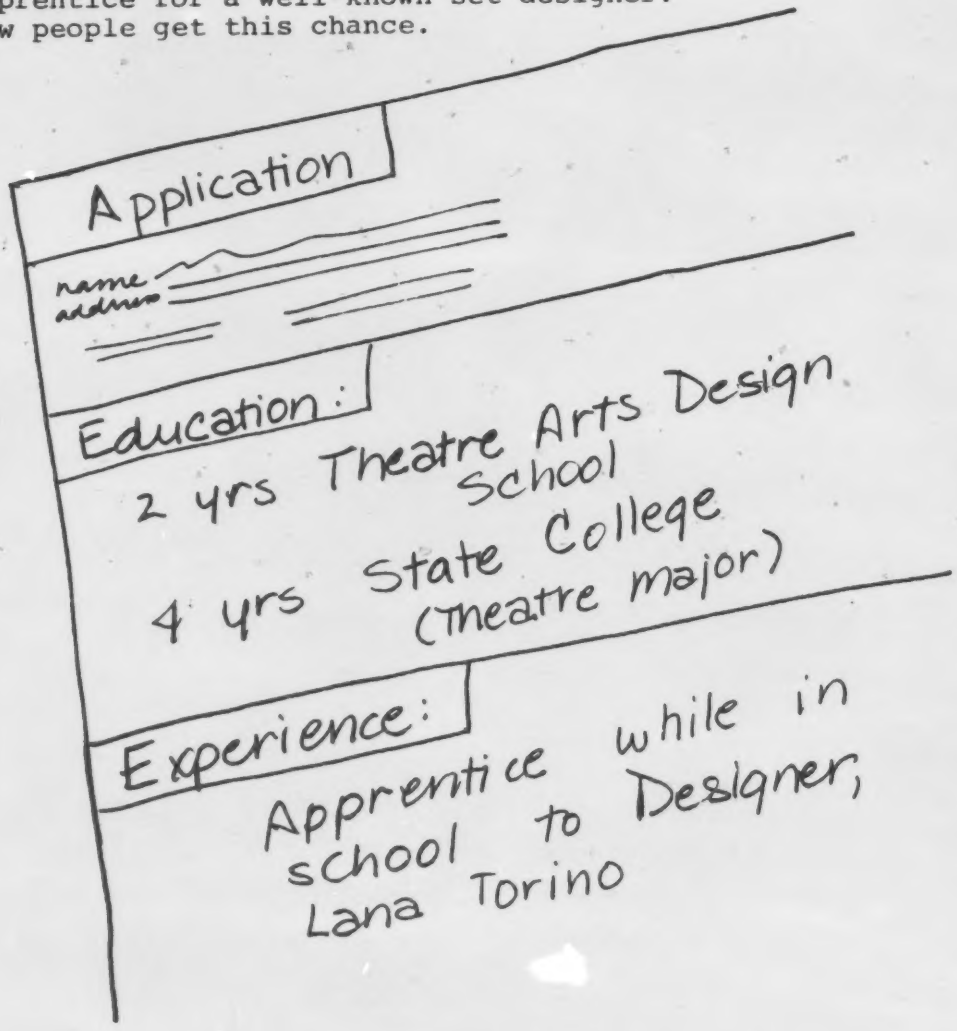
I work at all different hours. I find some properties during the day. Others I find at night. Sometimes I find things best on weekends.

After I have the properties, I work inside the theater. I work during play practice. I also work during the performance. Many performances are held in the evening.

What is the employment outlook?

There will be few jobs in this occupation. Very talented workers with lots of experience will be the first to find work.

People who wish to work as properties managers should have at least two years of training from a school of design. Employers also like them to have four years of college. And, experience is important, too. Some properties managers get experience by working as apprentices. The best experience is to be an apprentice for a well-known set designer. Few people get this chance.



Do you want to learn more about this job?

You can get more education:

- Take the following courses in high school or vocational school.

  Drama:

  Learn about plays. Learn about how a play is taken from an idea to a stage production.

  Art:

  It may be helpful to know the different periods of art and furniture. It makes it easier to understand properties lists.

- Learn about other jobs related to properties manager, such as . . .

  -set decorator
  -shopper
  -interior designer

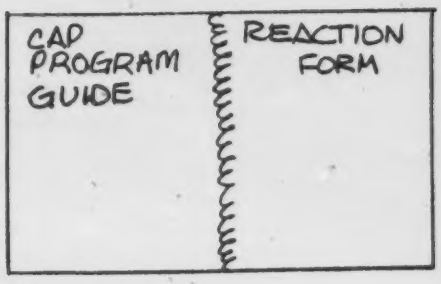
- Go to college and take courses in drama and the theater.

You can get some experience:

- Visit a theater during play practice. Ask to watch what the properties managers do.
- Work for a theater in your city. Volunteer to help with local church or community group plays.
- Work as a properties manager on a class play.

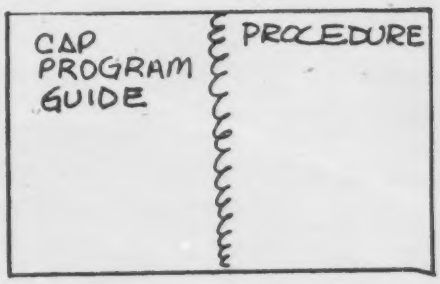
Now . . .

Turn to the Helping Reaction Form in your Program Guide. Answer the questions on the back of the Properties Manager sheet.



What Next?

How many occupations have you investigated so far? Turn to the Procedure section of your Program Guide. Find the directions that apply to you.

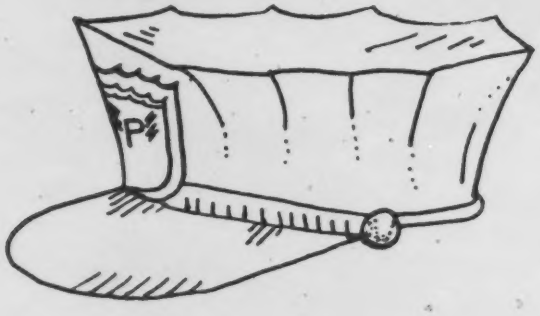


Enjoy the Career Alert Planning program!

Police Officer

PERFORM 19

Police officers do many different things. Most of their duties involve keeping people safe. For example, some police officers work in traffic control. These officers direct traffic, look into accidents, and help people to follow traffic laws.



Police officers must always be honest and fair. They must use good judgment as they perform their responsibilities. They must want to help <u>all</u> people.

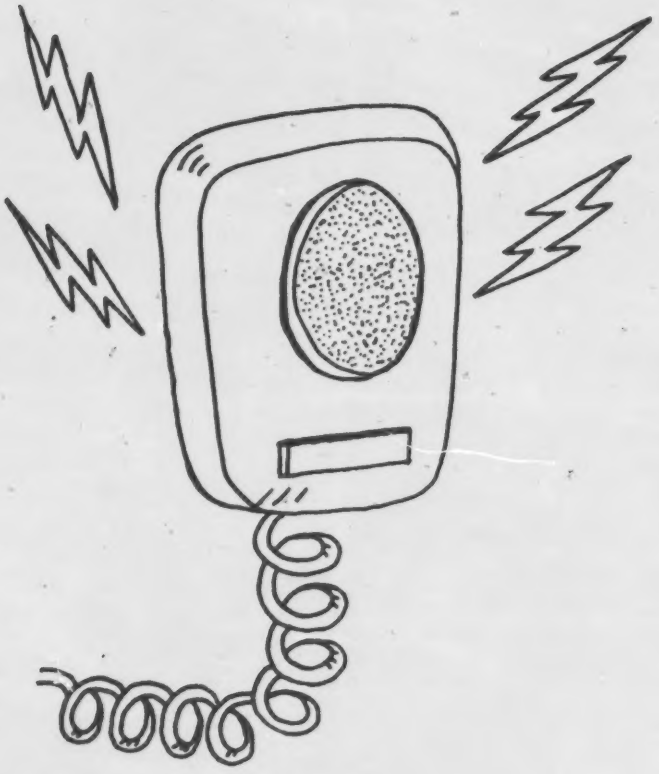
<u>Responsibilities</u>

1. Investigate crimes.
2. Patrol streets and neighborhoods.
3. Maintain traffic control.
4. Give first aid.
5. Arrest suspects.

You will learn one part of <u>maintaining traffic control</u> as you PERFORM the following activity.

Imagine . . . YOU are a police officer.

You just started your 7:00 a.m. to 8:00 p.m. shift. At 7:38 a.m., you get a radio message. There has been an accident at Coogan and Tinge Roads. You go there and find a two-car accident where the streets cross. You must fill out a Traffic Accident Report.



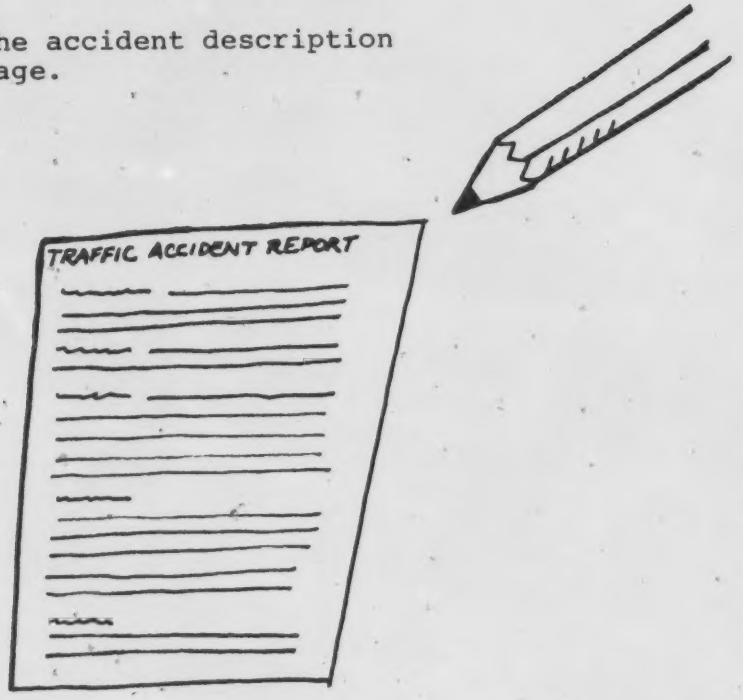
Your task is to report a traffic accident.

This is what you must do:

Find out what happened

STEP 1.

Turn to the the accident description on the next page.



STEP 2.

Read about the traffic accident. You will use these facts to fill out a Traffic Accident Report. Do you understand the accident clearly? Then, continue reading.

The Traffic Accident

The date is September 19, 1980. Roger Dumont and his wife, Lois, were on their way to work in Arkan, Texas. At the same time, Amy Wood was taking her two children, Tammy and James, to school. Amy was driving north on Coogan Road. Roger was driving south on Coogan Road. Where Coogan and Tinge Roads cross, the traffic light was green for the traffic on Coogan.

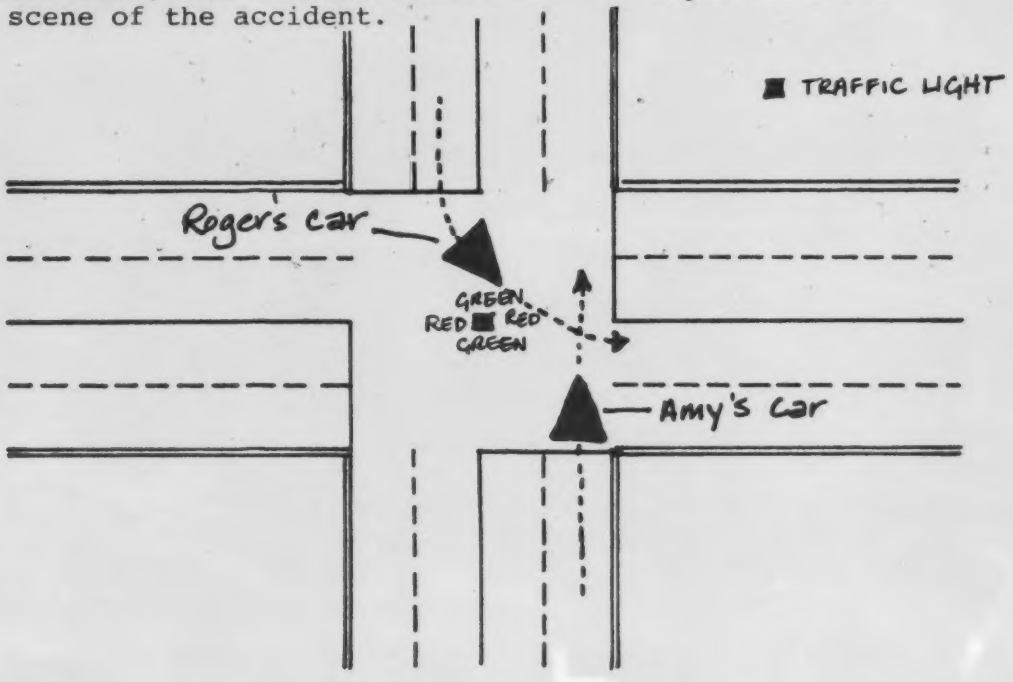
At 7:35 a.m., Amy started through the intersection (where the roads cross). Roger did not see Amy. He started to make a left-hand turn onto Tinge. (See diagram.)

Amy tried to miss Roger's car, but she hit the side of it. The front end of her car was smashed. There was $250 in damage. The 2 doors on the right side of Roger's car were smashed. There was $300 in damage.

No one was hurt in the accident. Everyone had seat belts on.

At 7:37 a.m., the police were called. The police officer (you) arrived at the scene of the accident at 7:45.

At 8:40 a.m., the officer filled out the report and left the scene of the accident.



Fill out the top part of the Traffic Accident Report

STEP 1.

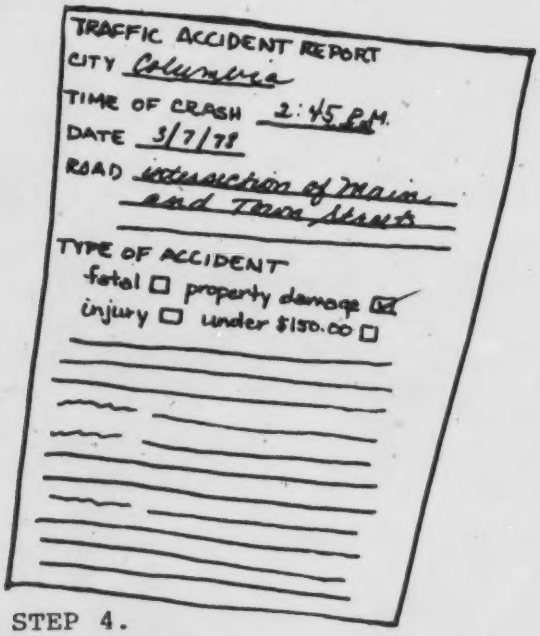
Turn to the Traffic Accident Report on Worksheet 19a, Police Officer.

STEP 2.

Fill in the name of the city, the time of the accident, the day, and the date.

STEP 3.

Fill in the streets where the accident happened.


TRAFFIC ACCIDENT REPORT
CITY Columbia
TIME OF CRASH 2:45 P.M.
DATE 3/7/78
ROAD intersection of Main and Town Streets
TYPE OF ACCIDENT
fatal ☐ property damage ☑
injury ☐ under $150.00 ☐

STEP 4.

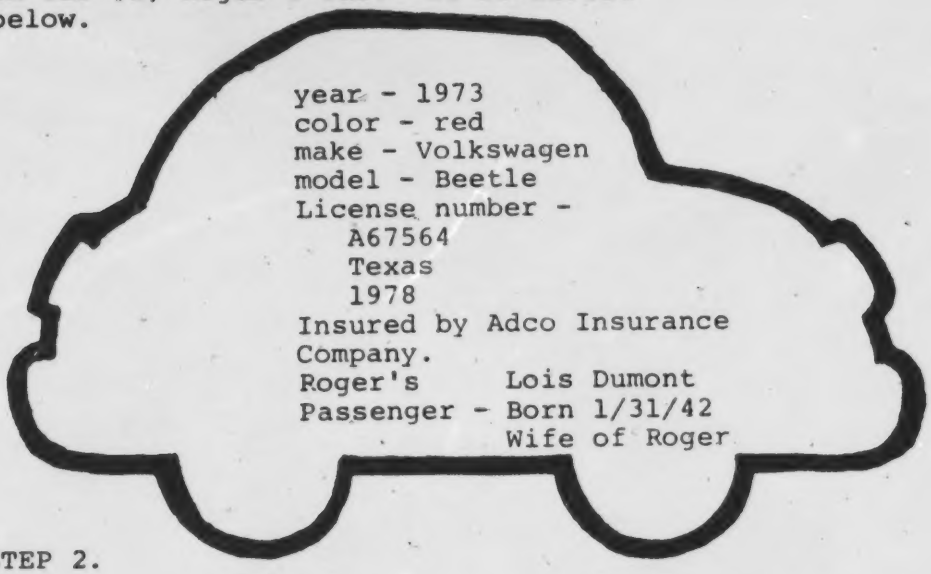
Indicate what type of accident it was. (Check the correct boxes on the report.)

Was it fatal? (Was someone killed?)
Was anyone injured (hurt)?
Was property damaged?
Was the damage under $150?

Fill out the information about Car #1

STEP 1.

Read the car registration information on Car #1, Roger's car. It is listed below.



STEP 2.

Read Roger Dumont's driver's license.

name	Roger L. Dumont
address	2151 Amshire Rd. phone 271-4733
city	Arkan state Texas zip 64980
signature	
driver's license number	DI 392859
license restrictions	NONE
date issued	10-05-74 expires 10-06-78
birthdate	10-06-42 sex M
weight	185 height 5'11"
hair	BRN eyes BRN

STEP 3.

Copy the correct facts on the Traffic Accident Report under Car #1.

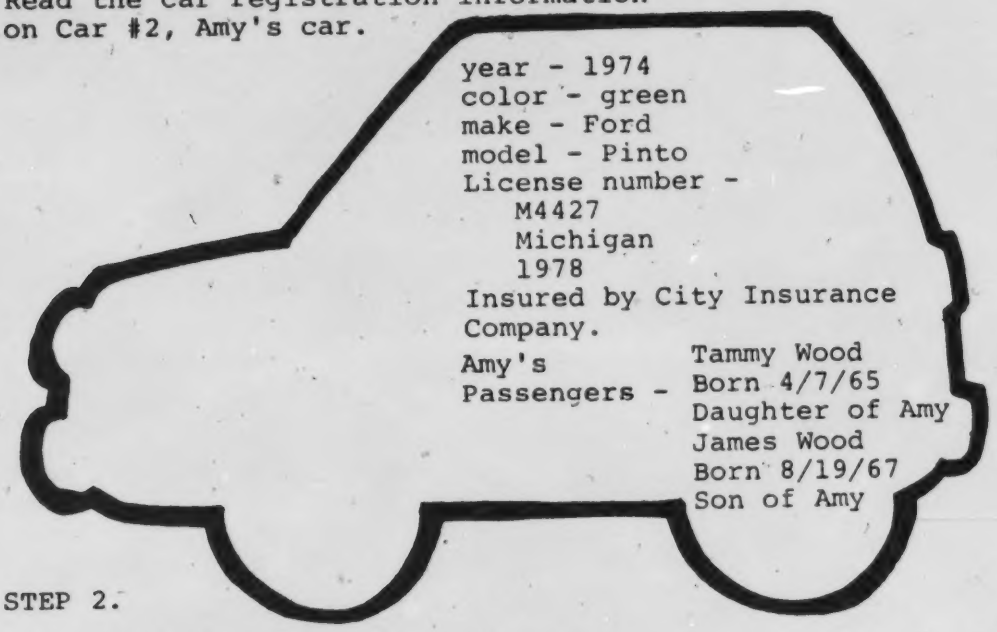
STEP 4.

Copy the correct passenger information.

Fill out the information about Car #2

STEP 1.

Read the car registration information on Car #2, Amy's car.



STEP 2.

Read Amy Wood's driver's license.

name	Amy Wood
address	5849 Wilson Rd. phone 279-9786
city	Arkan state Texas zip 64980
signature	
driver's license number	RD49202
license restrictions	NONE
date issued	6-30-73 expires 7-01-77
birthdate	7-07-43 sex F
weight	125 height 5'4"
hair	BLD eyes BLU

STEP 3.

Copy the correct facts on the report under Car #2.

STEP 4.

Copy the correct passenger information.

Fill out information about the police investigation

STEP 1.

Record the time the police were called.

STEP 2.

Record the time you got to the scene.

STEP 3.

Record the time you left the scene.

Decide if someone is guilty of a traffic violation

STEP 1.

Read the accident description on page 60 again.

STEP 2.

Think carefully about which driver had the "right of way."

STEP 3.

Decide who caused the accident.

Write the ticket

STEP 1.

Turn to the Traffic Violation Form on Worksheet 19b, Police Officer.

STEP 2.

Fill in all the blanks on the form.

Now . . .

Turn to the Helping Reaction Form in your Program Guide. Find the Police Officer page. Record your feelings about your interests and abilities in this activity. Return to this page.

Did you enjoy being a police officer? Yes? Then here are

Some other activities:

1. Visit a police station. Ask an officer to tell you more about police work.

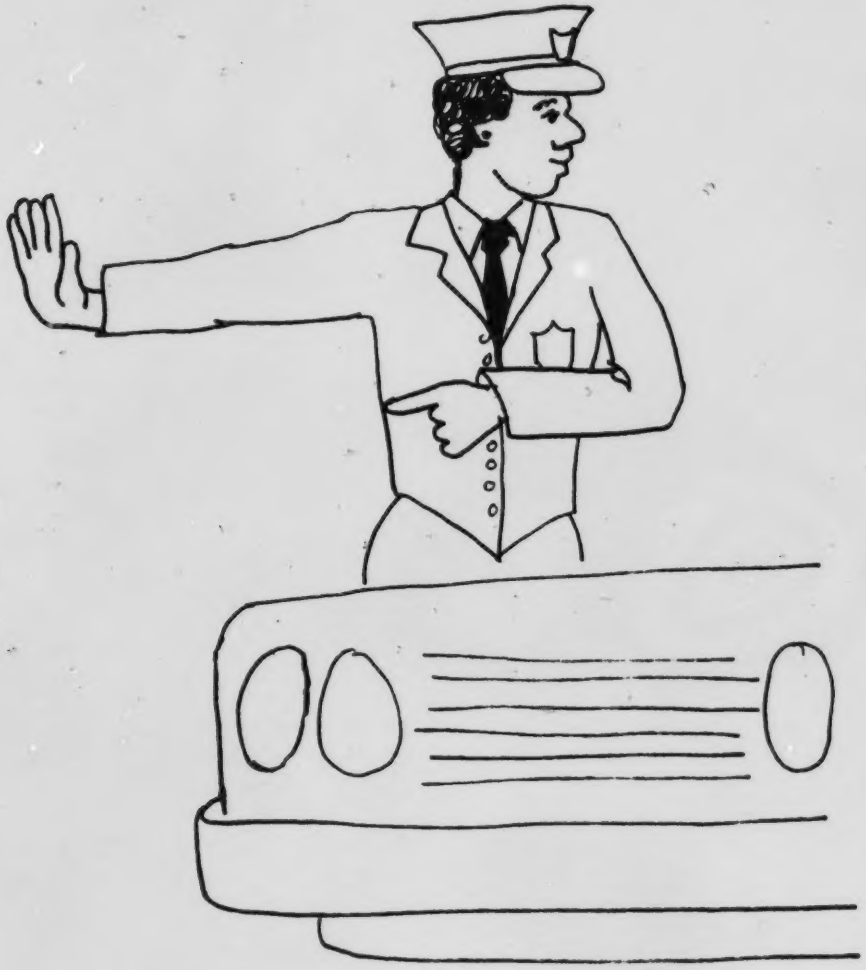
2. Learn about the laws in your city. Try to find out the reasons for these laws.

3. Ask your police department about ways you can help. You may be able to learn about this job as you help.

Police Officer

DECIDE 19

You just tried some of a police officer's duties. You found out about an accident and wrote a report. You gave a ticket. Controlling traffic is only one part of a police officer's job. The next few pages will tell you more about a career as a police officer.



Talking with Pat Ares, a police officer with the Arkan Police Department . . .

A police officer has many duties. Every day I do something new. This morning I patrolled my assigned area. At 10:25 a.m., I was called to help another officer at a store which was robbed. Later, I returned to my own area.

After lunch I taught bicycle safety to a group of children. Then I went back on patrol. I was called to an automobile accident at 3:05 p.m. One of the drivers was injured, so I gave him first aid until the ambulance came. After the accident was cleared, I returned to headquarters.

How did you prepare for your job?

After high school I joined a Police Cadet program. This is a program that some cities offer to 17-year-old boys and girls. I did jobs that did not involve enforcing the law. Sometimes I went on patrol with an officer.

When I was 21 years old, I applied for a job as a police officer. To be a police officer you must be a citizen of the United States and at least 21 years old. You must have a high school degree. Also, you must never have been convicted of a serious crime.

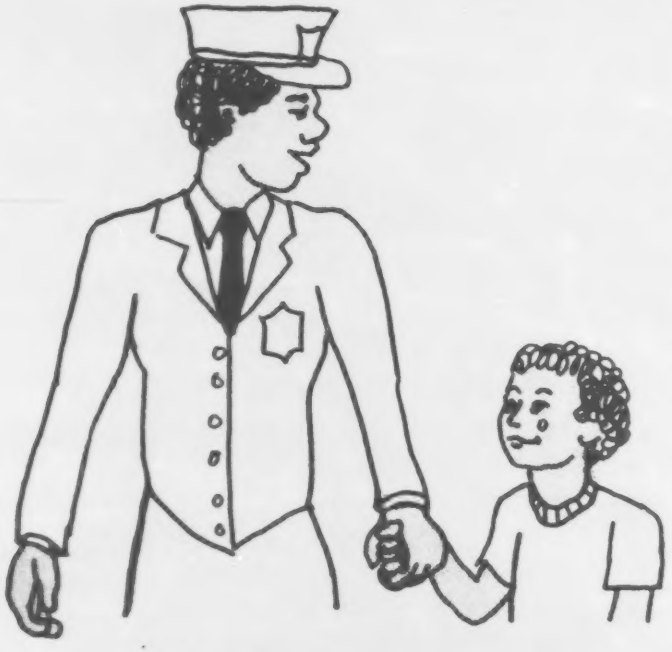
A police officer must meet certain weight and height standards, too. He or she must have good eyesight and good hearing. Usually a new police officer must pass a medical exam . . . and, have a driver's license. Luckily I met all these requirements.

When I joined the police department, I had to go to a police training academy. First I had to pass a written test. Then, I was admitted to the academy. When I completed my training, I became an officer. The police paid for this training. They taught about the law, the use of firearms (guns), and other police duties.

As you can tell, I did not go to college. However, some of the other officers went to college after high school. Then they joined the police department when they graduated from college. Today, many officers get college degrees in Police and Corrections Administration.

What do you like most about your job?

Every day is a challenge for me. My work is interesting and exciting. I feel good when I help other people. I know that my job is very important.

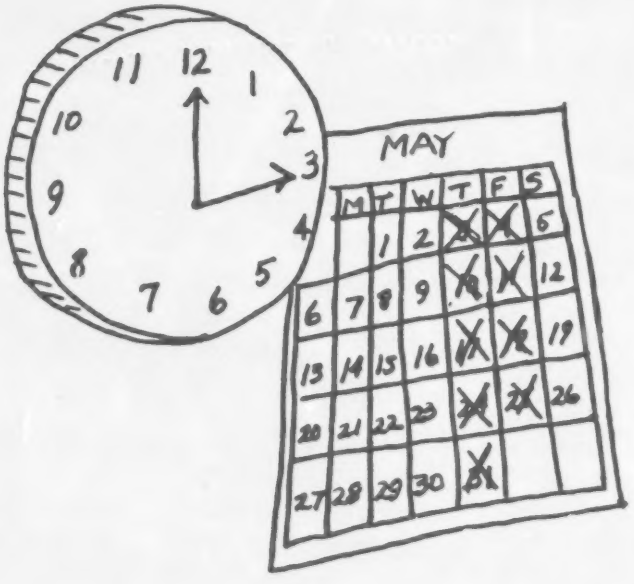


What do you like least?

My job involves some danger and risk. Some police officers are injured or killed while on duty. Also, I have to be outside in all kinds of weather. I do not always enjoy that!

What hours do you work?

The hours a police officer works depend on that police department. In this police department, each officer works 40 hours a week. An officer can work from 7:00 a.m. to 3:00 p.m., 3:00 p.m. to 11:00 p.m., or 11:00 p.m. to 7:00 a.m. We change the hours we work every month. This month I work from 7:00 a.m. to 3:00 p.m. Next month I'll work from 3:00 p.m. to 11:00 p.m.



I don't work on Thursday and Friday. No one gets a holiday off unless it is their usual day off. I get Thanksgiving Day off each year because it is always on Thursday. I always work on weekends.

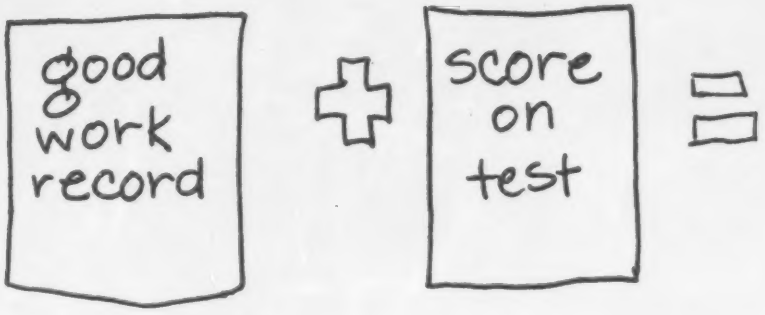
How much money do you earn?

All police forces pay different amounts of money to their police officers. In my department, a first-year police officer earns about $12,000. In smaller cities the salary is less and in larger cities the salary is more. Raises are given every year. In our city, police officers can earn as much as $18,000 a year.

Police officers receive special benefits, too. These benefits are like extra money. For example, police officers don't have to buy their own work clothes. Most police departments provide them with uniforms. Police departments usually have good retirement and insurance programs, too.

Do all police officers do the same things that you do?

Those who work in the same position I do perform similar duties. However, those in advanced positions have more responsibilities.



advancement

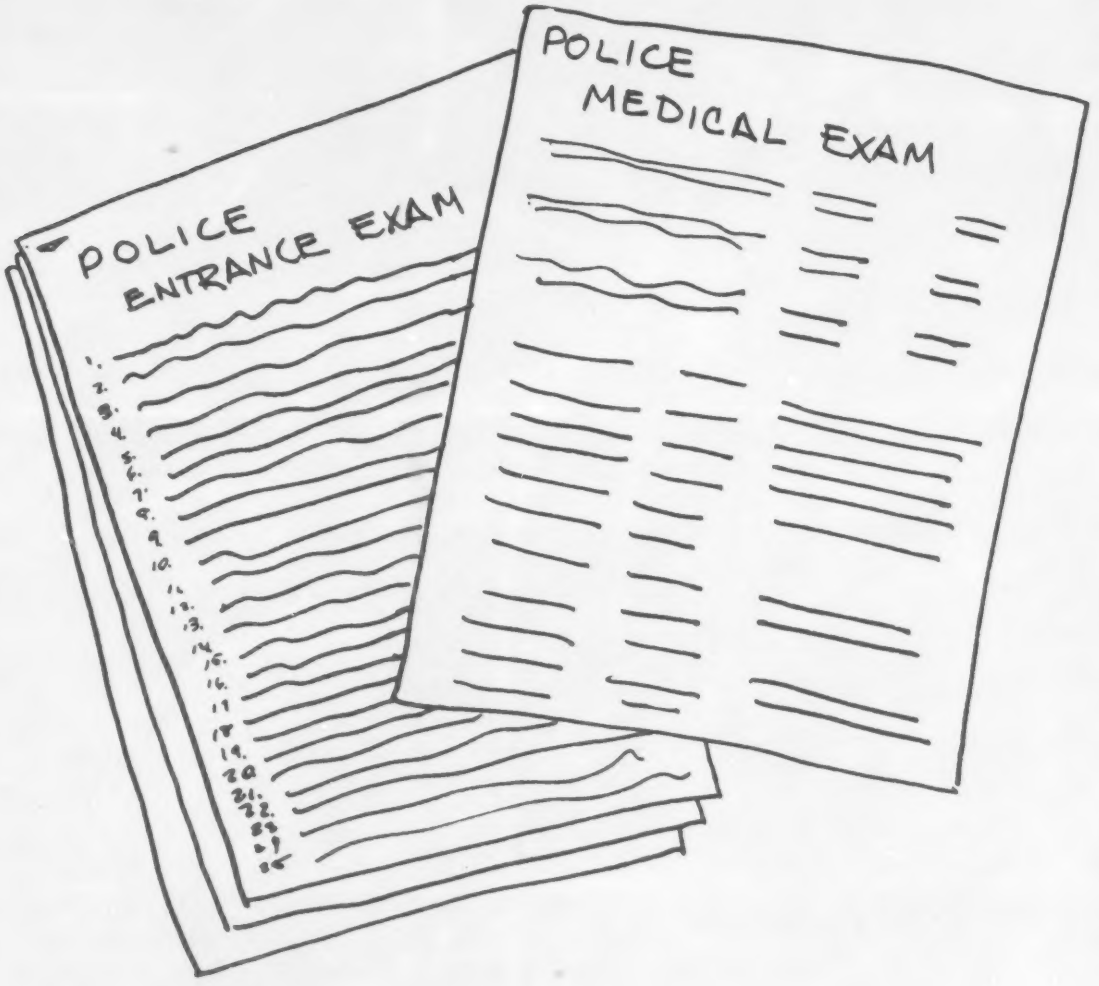
Advancement is related to your scores on a written test and to how well you do your work. A patrol officer can be advanced to Sergeant. A sergeant can advance to a Lieutenant. Captain and Inspector are other jobs police officers can move into.

In large police departments, officers can advance to detectives who investigate (find out about) murders, narcotics (drugs), and other crimes. More responsibility usually means more money.

What is the employment outlook?

The employment outlook is excellent! Some college training in law enforcement is helpful. But, it is not necessary.

You must pass the written exam. And, you must pass the physical exam. Then, you will probably find work. There are many jobs available in this occupation.



Do you want to learn more about this job?

You can get more education:

- Take the following courses in high school or vocational school.

  Mathematics:

  Mathematics is important when a police officer has to find out how fast a car is speeding.

  Social Studies:

  Courses in psychology and sociology will help you to understand people.

  American Government and American History:

  These courses will help you to understand how the U.S., state, and local governments work and how laws are made.

  Physical Education:

  Physical education classes will help you be strong and healthy.

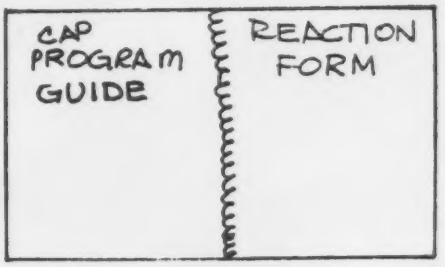
- Take first-aid lessons from the American Red Cross. Learn to help injured people.
- Contact your local police department to find out about local police programs for high school students.
- Learn about other jobs related to police officer. Some of these jobs include . . .
  - -private detective
  - -state highway patrol person
  - -FBI agent
- Attend a college that offers courses in Police and Corrections Administration.
- Attend a Police Cadet Program.

You can get some experience:

- Get a part-time job working with people. Work on a playground or coach youth sports.
- Join a police department when you are 21 years old.

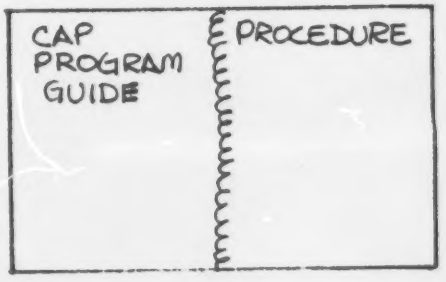
Now . . .

Turn to the Helping Reaction Form in your Program Guide. Answer the questions on the back of the Police Officer sheet.



What Next?

How many occupations have you investigated so far? Turn to the Procedure section of your Program Guide. Find the directions that apply to you.



Enjoy the Career Alert Planning program!

Licensed Practical Nurse PERFORM 20

Licensed practical nurses (LPNs) work to help doctors and registered nurses in hospitals. They help by taking care of sick people. Some of their responsibilities are listed below.

Responsibilities

1. Help new patients get settled.
2. Help patients with eating, bathing, and other needs.
3. Change bandages and give medicines.
4. Keep records of patients' physical conditions.
5. Give physical therapy exercises.

You will learn about one part of keeping records of patients' conditions when you PERFORM the following activity.

LPNs keep records of their patients' body signs. These signs show if there is any illness. One kind of body sign is a patient's pulse rate. Each time your heart beats, it sends blood through your body. You can feel the blood moving in some parts of your body. One of these places is your left wrist.

Place the third and fourth fingers of your right hand over your left wrist. (See picture.) The light beat you feel is your PULSE.

pulse = number of heart beats per minute

Your pulse is caused by the beating of your heart. By taking your pulse, you can count the number of times that your heart beats each minute. This number is your PULSE RATE.

If a pulse rate is too fast or too slow, it can mean the patient is sick. A record of the pulse rate can help the doctor find out what is wrong.

Imagine . . . YOU are a licensed practical nurse.

You have a new patient. You must start a record of the patient's body signs. The first thing you will do is to take his or her pulse rate.

Your task is to count a patient's pulse rate.

83

This is what you must do:

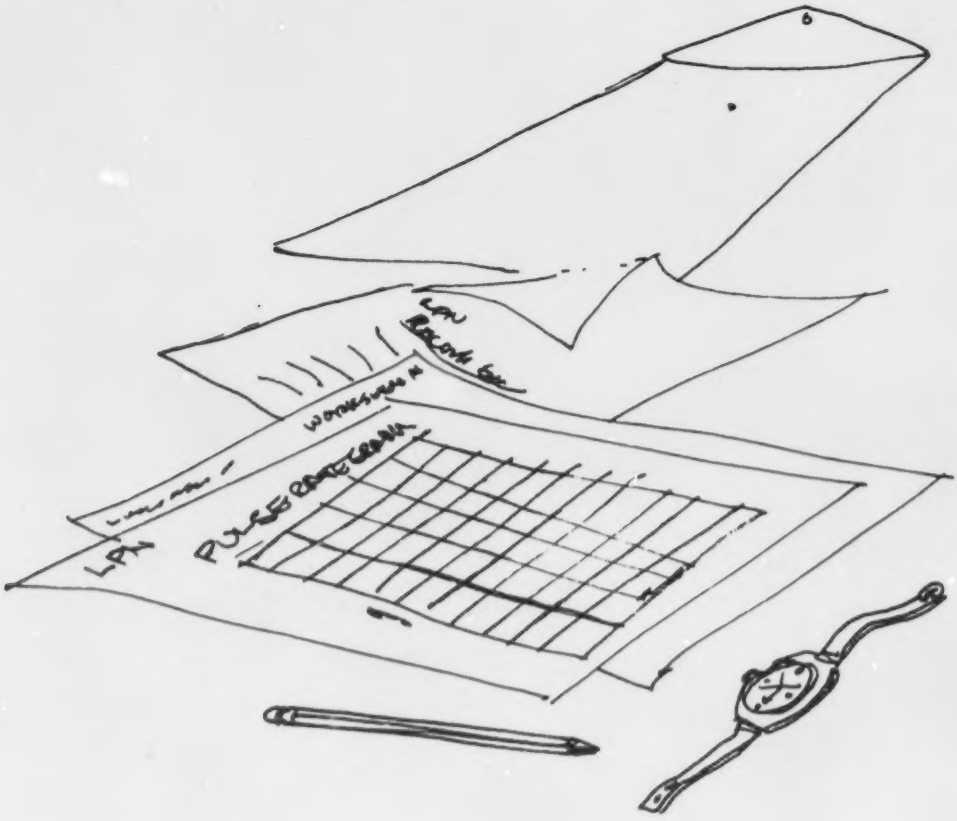
Identify medical terms

STEP 1.

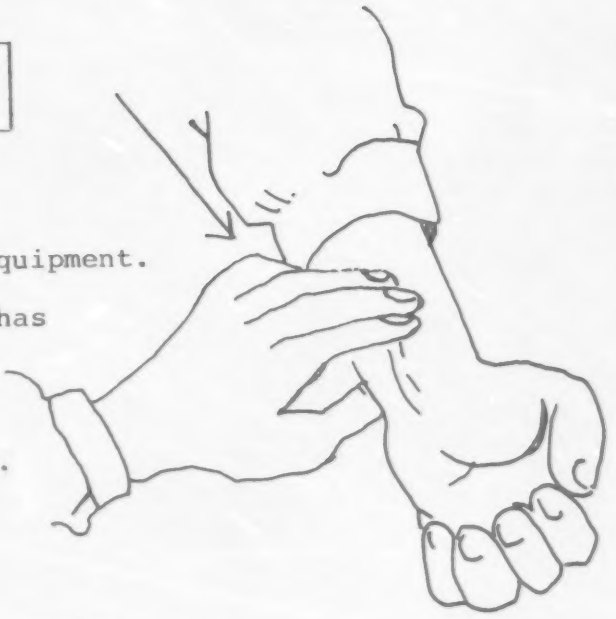
Turn to Worksheet 20a, LPN.

STEP 2.

Review what you know about your job.
Complete the worksheet.



Take the patient's pulse when he or she is sitting down



STEP 1.

Get the proper materials and equipment.

a. Get a watch or clock that has a second hand.

b. Get a pencil.

c. Turn to Worksheet 20b, LPN.

STEP 2.

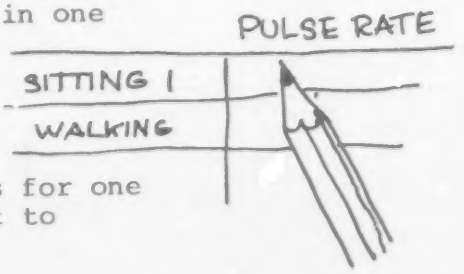
Ask another student to be your patient. Ask the patient to sit quietly.

STEP 3.

Find your patient's pulse. Put your three middle fingers on the inside of your patient's left wrist. Press gently. Do you feel a light beat? That is it!

STEP 4.

Take the pulse: Look at the second hand of the watch or clock. Count the number of pulse beats you feel in one minute.



STEP 5.

Write the number of pulse beats for one minute on the Record Sheet next to "Sitting 1."

Take the patient's pulse after he or she has just been walking

STEP 1.

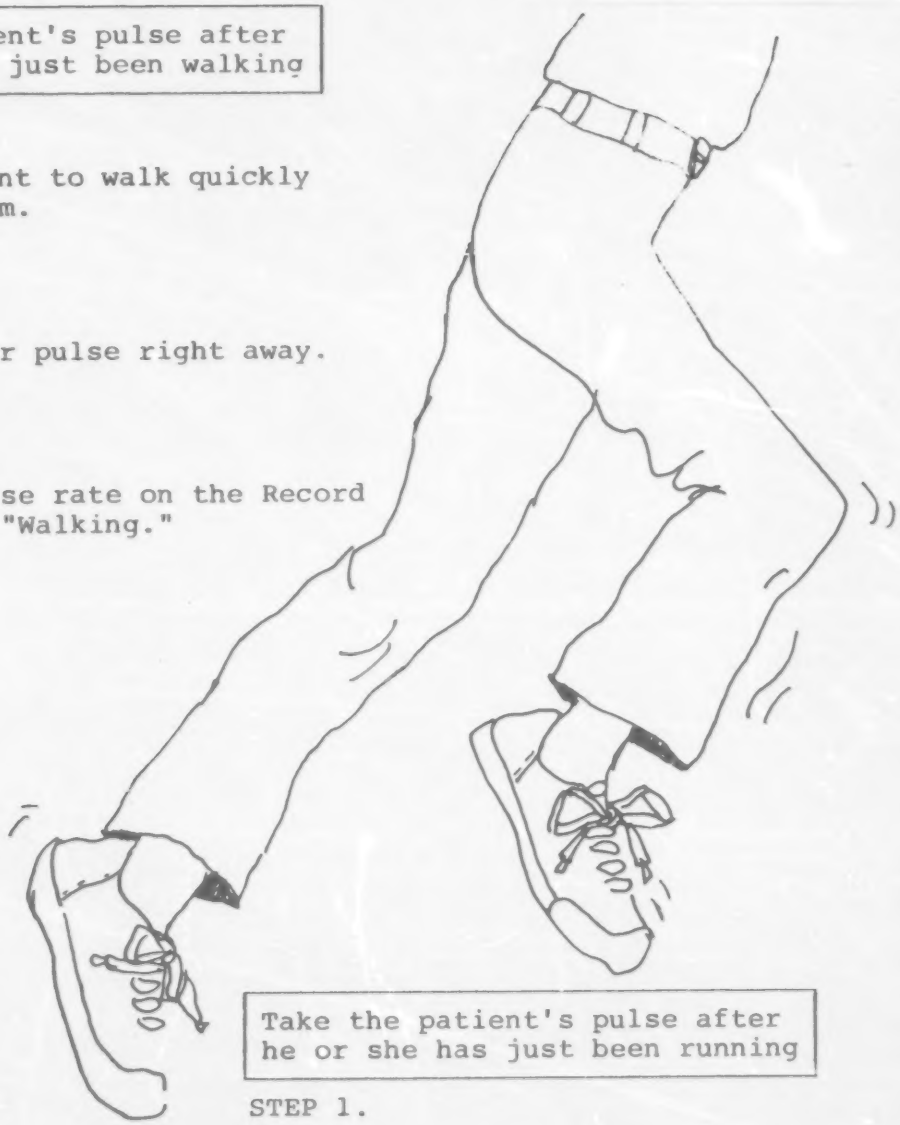
Ask your patient to walk quickly around the room.

STEP 2.

Take his or her pulse right away.

STEP 3.

Write this pulse rate on the Record Sheet next to "Walking."



Take the patient's pulse after he or she has just been running

STEP 1.

Ask your patient to run in place for one minute.

STEP 2.

Take his or her pulse right away.

STEP 3.

Write this pulse rate next to "Running."

Take the patient's pulse when he or she is sitting again, after exercising

STEP 1.

Ask your patient to sit down and rest for about five minutes.

STEP 2.

Take his or her pulse again.

STEP 3.

Record it next to "Sitting 2."

Make a graph to show the changes in your patient's pulse rate

STEP 1.

Turn to the Pulse Rate Graph on Worksheet 20c, LPN.

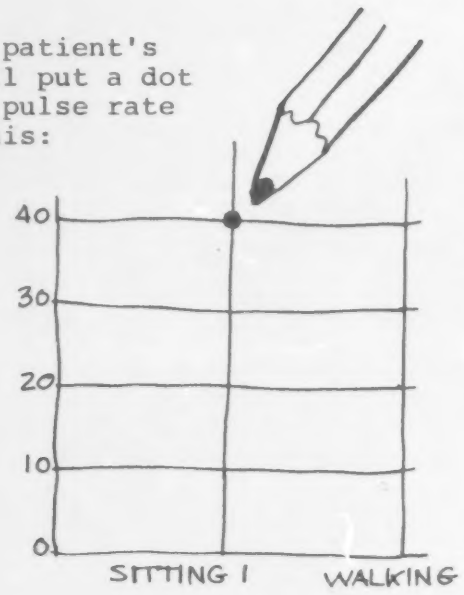
STEP 2.

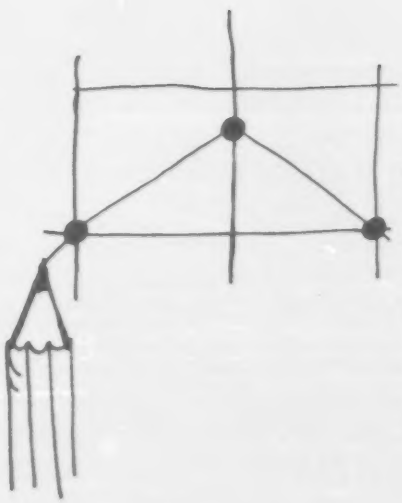
Look at the pulse rates you recorded on the record sheet on Worksheet 20b, LPN.

STEP 3.

Put a dot on the Pulse Rate Graph to show your patient's pulse rate for Sitting 1.

For example, pretend your patient's pulse rate is 40. You will put a dot where the lines cross for pulse rate 40 and Sitting 1. Like this:





STEP 4.

Mark the pulse rates for Walking, Running, and Sitting 2 in the same way.

STEP 5.

Draw a line to connect the four dots.

STEP 6.

Look at the line on your graph. When did your patient have the fastest pulse rate? When did he or she have the slowest pulse rate? What do you think makes a heart beat faster?

Now . . .

Turn to the Helping Reaction Form in your Program Guide. Find the LPN page. Record your feelings about your interests and abilities in this activity. Return to this page.

Did you enjoy being a licensed practical nurse? Yes? Then here are

Some other activities:

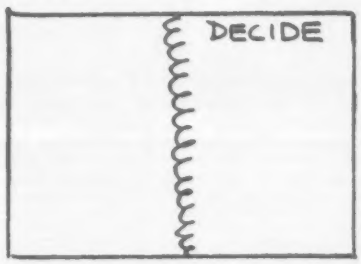
1. Ask the school nurse to show you how to take a person's temperature. The average normal temperature is 98.6° See how many people have this temperature. Be sure to clean the thermometer each time it is used.

2. Get a book on first aid. Learn how and when to do some of the things shown in the book.

3. Take a course in first aid.

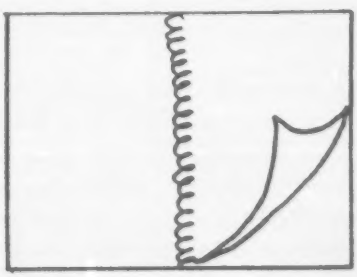
Would you like to find out more about this occupation?

yes ▶ Read DECIDE 20--Licensed Practical Nurse.



no ▶ Turn to another Helping occupation.

Occupation 17--Waiter/Waitress
Occupation 18--Properties Manager
Occupation 19--Police Officer

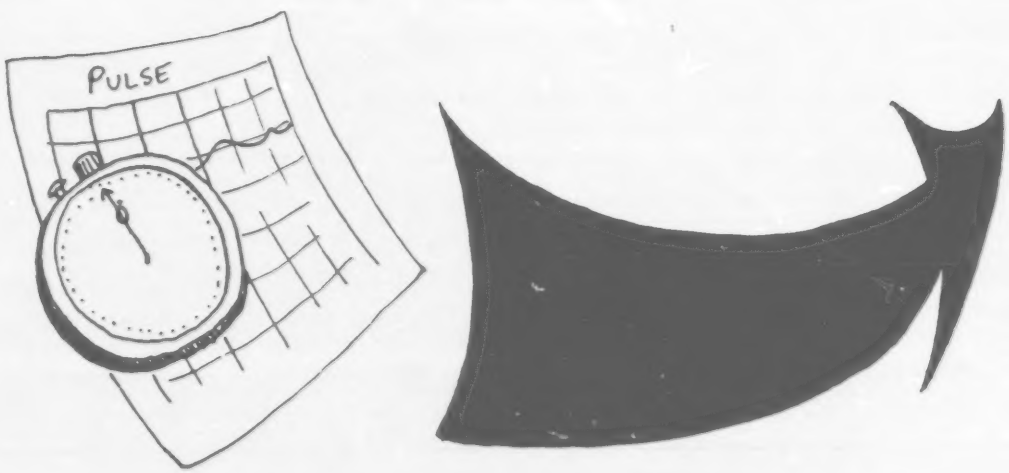


or ▶ Look at the Self-Inventory Chart in your CAP Program Guide. Select another job function to investigate.

Licensed Practical Nurse DECIDE 20

You just did some of the tasks a licensed practical nurse does.

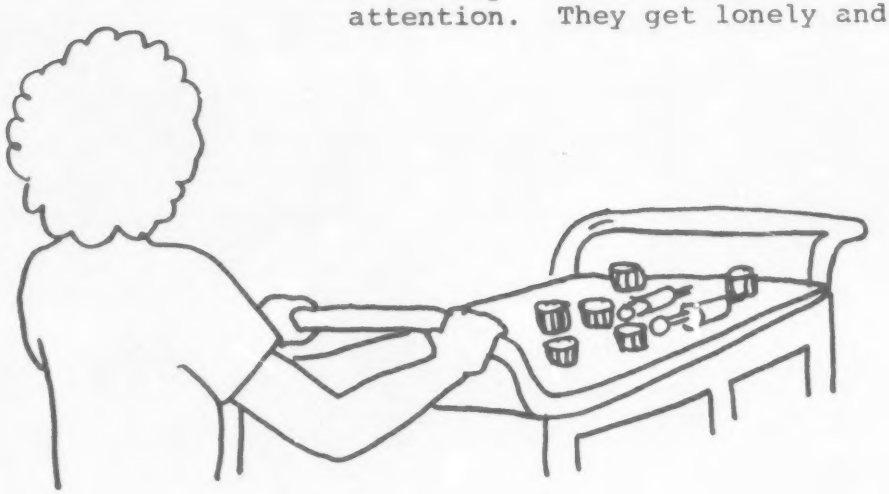
The next pages will tell you more about a licensed practical nurse's job.



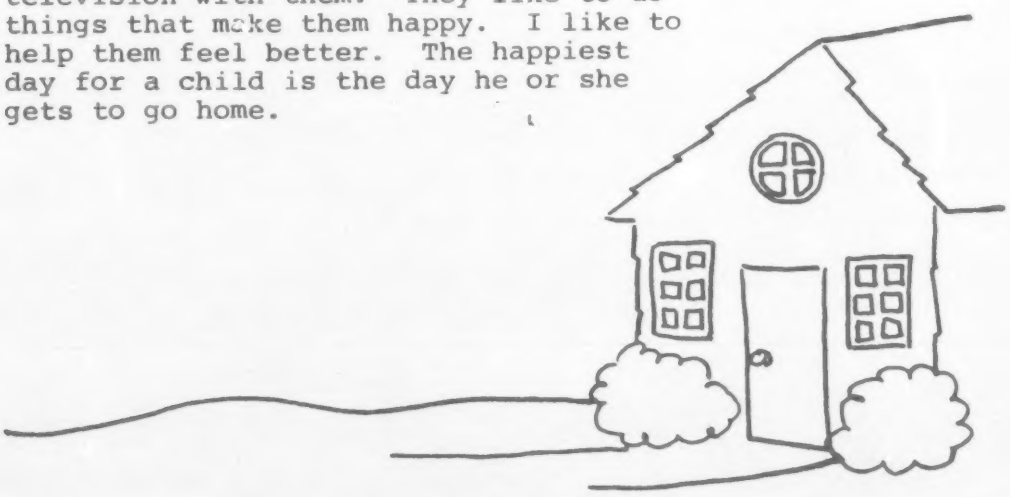
Talking with Joan Carlson, L.P.N. . . .

I work in Grant Hospital. It is the city's biggest hospital. There are 450 rooms for sick people (patients). I work on the third floor. This floor is the children's floor. My job is to take care of the children. I go into the rooms every afternoon and take the children's temperatures with a thermometer. Sometimes I take their blood pressures, too. I record this information very carefully.

When the children are in the hospital, they still need baths. I help them bathe. I give the children their medicines, too. They like to talk to me as I make my rounds. Children need a lot of attention. They get lonely and restless.



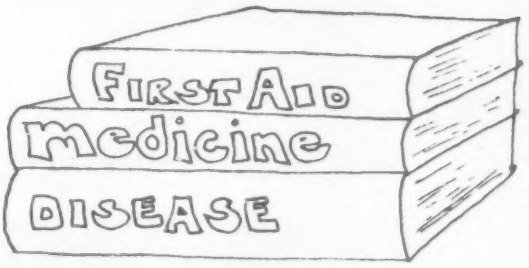
In the afternoon I read stories to the boys and girls. Sometimes I watch television with them. They like to do things that make them happy. I like to help them feel better. The happiest day for a child is the day he or she gets to go home.



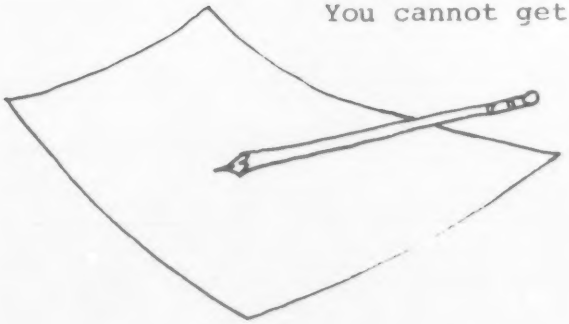
How did you prepare for your job?

I went to a special school to learn how to be a licensed practical nurse. But, I finished high school first. Sometimes you can enroll before you finish high school. But, most of the schools want high school graduates. You can also learn how to be an LPN in junior colleges, hospitals, and in some private schools.

I went to school for one year. I learned about the human body. I also learned about first aid, medicine, and diseases.



After school I had to pass a written test. When I passed the test, I got a license to do the things an LPN does. You cannot get a job without a license.



What do you like most about your job?

I enjoy caring for others. Many people have medical problems. I am very lucky. I have good health. I want to do something to help people who are not as fortunate as I am.

What do you like least?

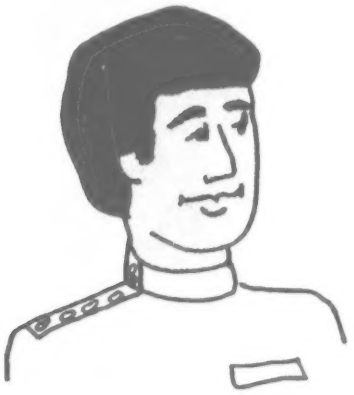
I don't like to work on holidays. It is more fun to have days off when other people do. However, sick people in the hospital need my help even on holidays. When I remember that, I don't feel so sad.

Also, there are not many chances to get a better job in the hospital. You have to study to become a registered nurse to get a better nursing job. When this bothers me enough, I will go back to school to become an "R.N."

Do all L.P.N.'s do the same things that you do?

No. Most of the things I do are with the patients in the hospital. Sometimes I work with doctors and nurses, but usually in the patient's room.

Some LPNs work in the hospital's surgery room. This is a room where a doctor operates on a patient. The LPNs prepare the doctor's instruments for the surgery. They don't work with patients as much as I do.



How much money do you earn?

LPNs who are starting their first jobs earn about $9,000 a year. After working for almost two years, I earn $9,800 a year. Each year I get a pay raise. But, LPNs do not make a lot of money. Their highest salary is about $13,500.

What hours do you work?

I work 40 hours every week. I work from 7:00 a.m. to 3:00 p.m. Some LPNs at the hospital work from 3:00 to 11:00 p.m. Others work from 11:00 p.m. to 7:00 a.m. We all have to work on certain holidays, and some of us work on weekends. If I was working in some person's home, I would be working from 8 to 12 hours every day. At night I would go to my home.

7-3

3-11

11-7

What is the employment outlook?

Many jobs will be available in the coming years. So, the outlook is very good. There are many people in our country. Most of them will have to be hospital patients at some time in their lives. They will need LPNs to care for them.

Do you want to learn more about this job?

You can get more education:

- Take the following courses in high school or vocational school.

  First Aid:

  LPNs have to know how to help people in emergencies.

  Physiology and Anatomy:

  You must know all the parts of the human body and how they work.

  Chemistry:

  A licensed practical nurse should know how drugs and food are made and what they do to people's bodies.

  Mathematics:

  Knowing how to use mathematics is important for taking temperatures, giving medicine, and taking blood pressure.

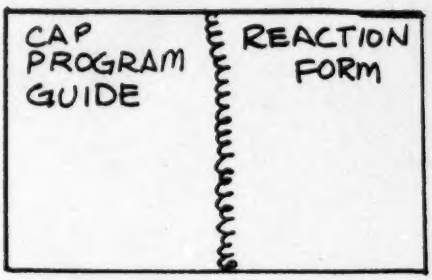
- Go to a school and take a training course for licensed practical nurse.

You can get some experience:

- Visit a hospital to see what LPNs and Registered Nurses do.
- Be a volunteer worker in a hospital or nursing home.
- Get a part-time job as an orderly or nurse's aide.
- Apply for a job in a hospital, doctor's office, or nursing home.

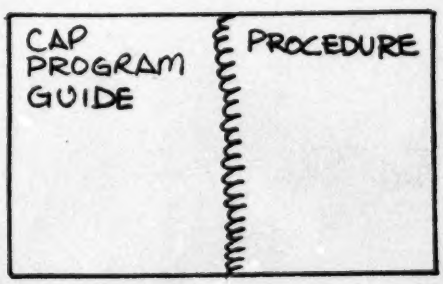
Now . . .

Turn to the Helping Reaction Form in your Program Guide. Answer the questions on the back of the LPN sheet.



What Next?

How many occupations have you investigated so far? Turn to the Procedure section of your Program Guide. Find the directions that apply to you.



Enjoy the Career Alert Planning program!